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ABSTRACT

This handbook is designed to help Iowa library media specialists, teachers, and administrators develop quality library media programs. The first section summarizes the roles and responsibilities of the library media program. This is followed by a section that addresses personnel issues, including guidelines for professional and support staff; the roles and responsibilities of principals, teachers, library media specialists, and support staff; and guidelines for staffing patterns for building level library media centers. The information curriculum is discussed in the third section, including state and American Library Association guidelines and curriculum-related roles and responsibilities of library media specialists. Building level resources, including budget, collections, and equipment, are considered in the fourth section. Guidelines for facilities planning are provided in the fifth section; and the sixth addresses networking, including the roles of district-level support, regional media centers, the State Department of Education, higher education, and other networks and resource sharing. Three appendices provide an annotated bibliography of 91 titles on library media center administration, cooperation and networking, collection management, and planning for the integration of library media programs; references to related sections of the Iowa Administrative Code; and a list of related Iowa Department of Education publications. (Contains 9 references.) (MES)

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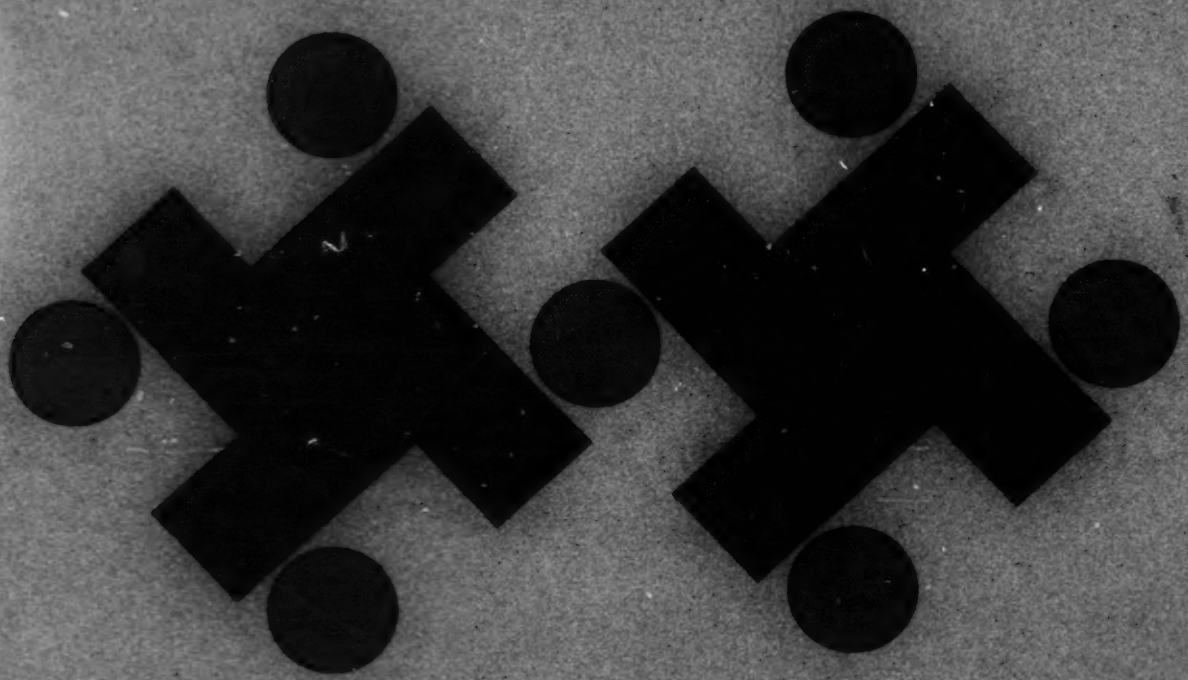

A Guide to Planning for School Library Media Programs and for District, AEAMC, and other Support of those Programs

Iowa Department of Education 1992

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Plan for Progress in the Library Media Center PK-12

A Guide to Planning for School Library Media Programs and for District, AEAMC, and other Support of those Programs

Prepared by the Plan for Progress Revision Committee

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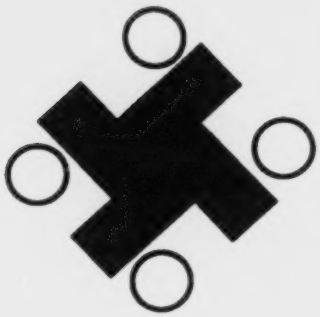

A Revision of four volumes of *The Plan for Progress in the Media Center* Series.

Iowa Department of Education 1992

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Preface

This handbook is a revision of four handbooks prepared or revised by the Department, assisted by committees of practitioners, from 1973 through 1980. The four were *Plan for Progress in the Media Center, Facilities*, 1973; *Plan for Progress in the Media Center, District and AEA*, 1976; *Plan for Progress in the Media Center, K-6*, Revised, 1979, and *Plan for Progress in the Library Media Center, 7-12* Revised, 1980.

Plan for Progress in the Library Media Center, PK-12 has been developed by a committee including library media specialists at building, district and AEA levels, a school teacher, a school administrator and the building consultant from the Department of Education, who worked with editor Betty Jo Buckingham, library media consultant for the Department. Names and addresses of the committee are listed following this preface. All committee members participated in deciding the content. Most were writers of one or more sections and all were readers.

We want especially to thank Professors Elizabeth Martin (now retired), and Leah Hiland, and Barbara Safford from the University of Northern Iowa Library Science Department who served as consultants after Dr. Gerald Hodges, formerly on the staff of the School of Library and Information Science at the University of Iowa, resigned from the committee at the time he moved to Chicago to accept a position with the American Library Association. Special thanks also go to Rebecca Timmerman, former Technology Consultant, Bureau of Instruction and Curriculum in the Department, who arrived too late to become a committee member but who has been most helpful both as a general reader and in keeping us on track regarding her speciality. Becky Erickson and Sharon Willis of Data and Word Processing and Susan Rushing of Instruction and Curriculum assisted with keyboarding. Many library media specialists and instructional technologists also contributed to the process by revising drafts of the document in workshops or by serving as final draft readers. The Department gratefully acknowledges the assistance of all these people.

The purpose of this handbook is to provide guidance to school administrators, school boards, general faculty and library media staff in planning for and evaluating the program, staff and facilities for school library media programs. Actual laws and rules are cited in the appendix. They may be incorporated into the text **but the document essentially presents recommendations for developing or maintaining good library media programs by the Plan for Progress Committee. The recommendations do not represent the Department's official position.**

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INTRODUCTION

INTRODUCTION

Information is exploding in amount and format. This is truly the Age of Information and Technology! According to conservative estimates made in the 1970s, the amount of information in the world was doubling every four or five years.[1] As early as 1982 scientific data was doubling every 16 to 20 months.[2] In 1990, Patricia Schuman cited the following statistics:

- Americans bought 13.2 million tons of newspapers in 1988.
- Over one million books are published annually; over 1000 per day worldwide.
- A week [day] edition of the NEW YORK TIMES contains more information than the average person was likely to come across in a lifetime in 17th-century England.
- The English language now contains 500,000 words, five times more than in Shakespeare's time.[3]

A new medium or a new delivery technology has become almost a daily event. What should be the response of teachers and school library media specialists to this deluge? According to John Sculley, Chairman and Chief Executive Officer of Apple Computers, "What we need are thinking skills. We need people who can analyze a problem, make choices, and deal with information - because the content of information will continue to increase."[4] Neither students or adults can hope to learn all the information they need to survive. What is necessary is that they know how to find, access, interpret and use information. Library media specialists and good library media programs are needed to help transform "education from rote to route, from knowing to knowing how."[5] "In the information age economy, the strategic resources are no longer coming out of the ground, but out of our minds. The power of ideas and information determine who has power in the world today. . . ."[6]

Today's students are tomorrow's citizens and workers. To become self-supporting, self-governing, self-educating, and contributing members of society, they must be able to locate, access, analyze, organize, assimilate and communicate information. The most challenging task of education and school library media programs is to help students achieve this kind of information literacy. Teaching information literacy is the only way to ensure that students will be able to learn, solve problems and develop productive, satisfying lives, for now and for the future. As Harlan Cleveland wrote, "Education is the drivewheel of an informed society. Information processed into knowledge and wisdom, has become our dominant resource in the United States. . . . The people and nations that don't learn to participate in an information-based society will be its peasants."[7]

To meet this challenge to develop an information literate student body, each school first must provide an adequate number of qualified, licensed library media specialists and support staff, and a library media center containing resources and equipment which will satisfy the curricular and recreational reading, viewing and listening requirements of students.

Second, each district must develop a library media/information skills curriculum guide. For this to be effective and to meet the requirements of Iowa Administrative Rules[8] it should be the result of a cooperative effort between library media specialists and classroom teachers and be supported by school and district administrators. The result of this cooperative effort should be to plan and implement a sequential curriculum of information and library media skills integrated into each subject area at every grade level.

Plan for Progress in the Library Media Center, PK-12 is designed to assist educators - library media specialists, teachers and administrators - in developing quality library media programs. The document defines the library media program, considers the personnel needs of the library media program and the partnership role of all school staff in relation to that program. General goals and objectives for the library media specialist in developing and implementing a library media/information skills curriculum integrated with classroom instruction are considered. Collection development, budget and facility goals for student and faculty services are offered. Since no one program can, needs to, or should stand alone, the support services of the district, the Area Eduation Agency, the State Department of Education, higher education agencies, and cooperatives, online services and networks, are discussed. The document concludes with references to pertinent rules and bibliographies providing further useful information for planning a good library media program.

TERMS

In referring to school library media centers, the *Iowa Administrative Code* and the *Iowa Code* use the terms **school media center** and **school media specialist**. Some schools use **school library** and **school librarian**; some use **school media center** and **school media specialist**; still others use **library media center** and **library media specialist** or other terms frequently including **information**. **School library media center** and **school library media specialist** are used in this document because they appear to be a useful, understandable bridge among the terms in use and because they are used in *Information Power*, the national guideline developed by the American Association of School Librarians and the Association for Educational Communication and Technology.

In this document **materials** and **software** will be used as synonyms meaning such things as books, periodicals, videotapes, computer disks and CDs. **Equipment** and **hardware** will be used as synonyms meaning the machines needed to present the material to the user for passive or interactive use. **Technology** will include both more traditional "audiovisual" equipment and software and newer software with its accompanying equipment such as computers and computer related hardware. **Collection** will include any centralized grouping of materials or equipment especially in a library media center. Collection may be used as a collective noun in either singular or plural. For example, the document may use collection to define all materials and equipment in a library media center or may speak of the book collection, the magazine collection or the equipment collection. The term **interactive software** is often used for programs with which users interact. The concept is assumed to be included under computer programs and reference software.

Desired Student Outcomes

Every program in a school should be designed for its potential benefit to the student. Recently this concern has been addressed in the desire across the nation to turn out students who conform in performing at a certain level. Library media programs should help students break out of molds, not assist them to conform. The kind of student outcomes that fit the mold-breaking library media program are well expressed by *Information Power for Washington State*.

Students will become confident, effective consumers and creators of ideas and information.

Students will develop skills and attitudes to become independent, life-long learners.

Students will have an awareness of a wide diversity of cultures, points-of-view, and individual differences.

Students will appreciate creativity in themselves and in others as expressed through a variety of media.

Students will learn more effectively in all curricular areas because they have access to a variety of resource formats which accommodate a variety of learning styles.

Students will extend and enhance what they learn in the classroom by means of enrichment resources available through the library media program.

Students will fulfill their personal needs and explore their own interests by using the resources available through the library media program.[9]

THE LIBRARY MEDIA PROGRAM

THE LIBRARY MEDIA PROGRAM

The library media program encompasses a variety of resources and activities. While each library media program will have its individual strengths—perhaps in literature, perhaps in technology, perhaps in performing arts—all will share some common features and goals. **An overarching goal for all school library media programs is to ensure that students and staff are effective users of ideas and information.**

The Library Media Program's Roles and Responsibilities

Roles	*Responsibilities*
The library media program:	The library media program:
• Provides a library media center which facilitates access to information both within the center and beyond the center.	• Includes a collection of materials of adequate size, format and variety to meet the information needs of students and staff with appropriate equipment or technology. • Includes systems which allow efficient access to information. • Includes systems for interlibrary loan and for document delivery from other information agencies to respond to information needs not met in-house.
• Provides an information skills curriculum with skills integrated into and supporting the school's educational program.	• Includes a PK-12 Library Media/Information Skills curriculum and strategies for integration into the classroom curriculum and the entire school program. • Provides for teaming with classroom teachers to develop instructional units designed to help students acquire effective skills in acquisition, evaluation and use of information. • Provides for groups to be scheduled flexibly into the library media center for lessons and activities related to classroom curriculum.
• Promotes literacy and the enjoyment of reading, listening, and viewing.	• Features guidance for students in selection both individually and in groups. • Features guidance for teachers in selection for their classes. • Supports guidance in development of critical thinking, listening, viewing skills.

Roles	*Responsibilities*
The library media program:	The library media program:
• Provides policies and procedures which guide program development, and management ensuring equity and freedom of access to information and ideas.	• Provides policies for collection development of materials and technology including support for teaching from a multicultural, nonsexist approach. • Provides a budget for maintenance and development of programs including collection and technology. • Includes procedures for personnel selection, role definition, and evaluation. • Provides procedures for management and evaluation of program and facility.
• Provides a staff of licensed and classified (support) persons.	• Includes licensed school library media personnel who serve on building and/or district curriculum and technology committees, provide inservice, and collaborate with teachers in curriculum planning, instructional design and teaching in addition to administering collection development and general user services. • Provides support personnel who assist with management of the program and facility.

PERSONNEL

PERSONNEL

"The success of any school library media program, no matter how well designed, depends ultimately on the quality and number of the personnel responsible for the program."[10] The effectiveness and efficiency of a library media program depend on the attitudes, competencies, and interpersonal skills of both the professional (licensed) and support (aids, technicians, volunteers) staff members. "The availability of the professional staff is the most crucial factor in determining the effectiveness of any library media program."[11] A library media staff has the opportunity and the responsibility to provide unique and vital contributions to the total educational program of the school.

The licensed staff is responsible for providing the leadership and knowledge for the library media program to become an integral part of the instructional program of the school. Careful planning and evaluation accompanied by effective management are needed to meet goals in program development. Partnerships with others in the school community facilitate achievement of these goals. Cooperative efforts with administrators, teachers, students, and parents create and foster active participation in the educational process and fulfillment of the library media program.

The support staff provides the necessary assistance to library media specialists allowing the latter to fulfill their professional roles, work with teachers and students, and expand services. The support staff work under the guidance and supervision of the professional staff. The primary responsibilities of the support staff involve assisting teachers and students and performing specialized clerical and technical tasks involving materials, equipment, and technology.

Information Power, the national library media program guidelines published by the American Library Association and the Association of Educational Communication and Technology, lists the following principles which should be considered when planning for a library media staff:

- All students, teachers, and administrators in each school building at all grade levels must have access to a library media program provided by one or more certificated library media specialists working full-time in the school's library media center.

- Both professional personnel and support staff are necessary for all library media programs at all grade levels. Each school must employ at least one full time technical assistant or clerk for each library media specialist. Some programs, facilities and levels of service will require more than one support staff member for each professional.

- More than one library media professional is required in many schools.[12]

The new *Iowa Standards* state that "Each media center shall be supervised by a qualified school media specialist who works with students, teachers and administrators."[13]

Information Power identifies the roles of the library media specialist as information specialist, teacher, and instructional consultant in order to fulfill the mission of the library media program. These roles provide:

- access to information and ideas by assisting students and staff in identifying information resources and in interpreting and communicating intellectual content.

- formal and informal instruction in information skills, the production of materials, and the use of information and instructional technologies.

- recommendations for instructional planning to individual teachers as well as assistance in schoolwide planning of curricular and instructional activities.[14]

Personnel Guidelines

Professional Staff

- At least one full-time qualified and licensed library media specialist should be employed to serve as the head of the library media program in each school building with any number and combination of students in preschool through grade 12.
- Professional staff members with specific qualifications or licensure in areas related to information, such as technology, instructional design, and/or communications, may be necessary for library media programs and services large enough for several professional positions.
- The number of library media professionals should be determined through an identified planning process which considers the needs of the school, the library media program philosophy, and the level of services the library media program offers. Representatives of all the partners should be involved in the planning.
- A job description outlining the responsibilities of the library media specialist who leads and manages the library media program should be provided.
- The library media professional staff members should be available to, and spend most of their time with, teachers, students, and administrators throughout the entire school day through a flexible program of accessibility and scheduling of classes.
- Library/media/technology professionals should be members of the school's faculty and participate in all school-wide committees.
- The library media professional staff should participate in continuing education experiences to foster self-assessment and professional growth especially in keeping up to date with new strategies and technologies.
- The library media center's professional staff should be evaluated by the building principal in cooperation with the district library media director. Instruments and procedures designed to recognize unique responsibilities and contributions while using basic criteria and performance indicators should be jointly developed and agreed upon by library media specialists, principals, and district administrators according to established district practices for all professional personnel.

Support Staff

- At least one support staff member (technical or clerical) should be employed for each professional library media specialist.
- The support staff should consist of secretaries, technicians, technical assistants, and clerks who have had some training and who are provided with continuing inservice to develop competencies required of their positions and responsibilities.
- The support staff should work under the professional staff's guidance and direct supervision.
- A complete job description with a process for assessment and feedback should be identified for each position.
- The total number of support staff should be identified through the planning process as outlined for the professional staff above.
- The support staff should be evaluated by the building principal with the contribution of the professional library media personnel.

- Care should be taken to assure that support staff are not expected to replace professional staff in managing the program and providing service.

PARTNERSHIPS

The professional and support staff of the library media program are the human connection between information and members of the school community. The building administrator and the teaching staff complete the circle of partnerships which strives to meet the shared goal of providing successful learning experiences for all students.

Principal - Roles and Responsibilities

Roles	*Responsibilities*
The principal:	The principal:
• Is informed and supportive of the important role of the school library media program and resource-based learning in fulfilling the educational mission of the school.	• Keeps current on developments in education, technology, and information science through reading and continuing education activities and is aware of laws and policies regarding information retrieval, copying and use.
	• Communicates expectations for the school library media program to all the staff.
• Is a leader in the planning, development, and integration of a school library media program.	• Participates with the library media specialist, teachers, and students in the planning process to set goals and priorities for program development.
	• Facilitates the full integration of the school library media program into the school's curriculum.
	• Provides leadership for the integration and articulation of library/information skills throughout the entire curriculum.
	• Supports the flexible structuring of time, space, and staff to allow for planning, teaching, curriculum development and program management.
	• Encourages inservice activities which help the staff understand the use of varied information resources and technology for increased learning.
	• Participates in the evaluation process of the school library media program and its personnel.
• Is an advocate and communicator to the district administration and the community for the school library media program.	• Ensures the library media program has sufficient funds for staff and resources to be a vital contributor in meeting the needs of students, their learning styles, and the teaching styles of the staff.
	• Stimulates development of partnerships and relationships with the other community, business, and area agencies for utilization of materials, instructional technology, and human resources.

Teacher - Roles and Responsibilities

Roles	*Responsibilities*
The teacher:	The teacher:
• Understands and supports the role of the school library media program in teaching and encouraging use of information and ideas in communication and in developing lifelong learning skills on the part of students.	• Participates in the planning process with the principal, library media specialist, and students to set goals and priorities for the school library media program. • Participates in developing an information curriculum to access, process, and communicate information and ideas, as well as the appreciation and use of all formats of media including newer technologies for informational and recreational purposes.
• Understands and participates in the integration of the information curriculum with the content and objectives of the school's curriculum.	• Identifies the learning needs of students. • Plans and works cooperatively with the library media specialist to integrate the information curriculum skills into the content of the school's educational program. • Works cooperatively with the library media specialist to plan, teach, and evaluate the instruction of the information curriculum so skills are introduced and reinforced systematically. • Participates in the development of units to meet student needs by using a variety of teaching strategies, appropriate resource materials and supporting technologies, and assessments of student achievement. • Works cooperatively with the library media specialist to encourage and assist students in using all appropriate formats of materials, technology, and production techniques.
• Is aware of the rapid changes relating to information and technology and strives to keep current.	• Participates in opportunities and experiences related to new technologies, the use and production of a variety of media, and is aware of policies and laws regarding information retrieval, copying and use.

Library Media Specialist - Roles and Responsibilities

Roles	*Responsibilities*
The library media specialist: • Is an information specialist who facilitates access to information and ideas by providing resources, technology, and services and assists in their location and evaluation.	The library media specialist: • Participates in the library media program development, implementation, and assessment at building and district levels. • Plans budget with the principal and/or other administrators and maintains a balanced budget which supports the priorities and activities outlined through the planning process. • Provides necessary reports and data to assist in documentation of the library media program and its activities. • Develops and evaluates collections diverse in content and format to support the school's educational program. — Organizes method for participation of students, teachers and administrators in collection development and evaluation — Selects quality resources and equipment and weeds unusable and inappropriate materials according to a board-adopted selection, weeding and replacement policies – Analyzes the average age of the nonfiction collection and sets age goals related to currency needed in each area with an overall average goal of no older than ten years – Sets and implements weeding goals of at least 5% of the collection annually • Organizes the collection efficiently ensuring easy access to all persons in the educational community. • Assesses the need for automation and implements it in those areas where efficiency and use would make it beneficial. • Informs those in the school community of new resources, equipment, and services. • Provides and promotes a positive educational environment in the school library media center. • Coordinates resources, services, and technology available outside the local center by participating in professional groups and networks to facilitate this kind of service.

Roles	*Responsibilities*
The library media specialist:	The library media specialist:
	• Uses a variety of public relations techniques to promote the library media program and activities.
	• Manages library media program, facilities, resources and staff.
	• Contributes to the supervision, scheduling, training, and evaluation of the support staff.
	• Supports and promotes intellectual freedom.
	• Implements practices to guard user privacy.
• Is a teacher who participates in the integration and instruction of skills relating to information and ideas, communication and production, and technology.	• Provides leadership and collaborates in developing and interpreting information curriculum which includes instruction in accessing, processing, and communicating information; development of cognitive strategies; production of media; and encouragement of positive attitudes toward information, ideas, and technology.
	• Promotes lifelong information retrieval skills.
	• Offers leadership and collaboration in the integration of the information curriculum into content areas through resource unit planning and the instructional design process.
	• Assists in planning for effective use of information and technology to individualize and personalize teaching and learning.
	• Teaches, in conjunction with classroom teachers, information processes and higher order thinking, communication, and technological skills using a variety of resources and strategies to meet student needs and program goals.
	• Promotes reading, listening and viewing skills.
	• Participates in the evaluation of students' achievements and provides feedback.

Roles	*Responsibilities*
The library media specialist:	The library media specialist:
• Is an instructional consultant who participates in development and assessment of curriculum, provides leadership in use of information and technology, and keeps informed about educational and technological developments.	• Participates in content and curriculum development, implementation, and evaluation at the building and district levels. • Contributes to development and implementation of inservice for teachers. • Supports and offers services to educational programs and activities planned at building and district levels. • Keeps informed of recent developments and research in education through professional literature, conferences, association memberships, staff development and personal growth activities.
• Leads the systematic evaluation of the library media program.	• Develops and seeks approval for an evaluation instrument. • Establishes goals for program revision. • Delineates resources/inservice/curriculum development needed to implement goals. • Develops timeline for revision. • Revises program. • Establishes priorities for service when staff, funds, etc., are limited.

Support Staff - Roles and Responsibilities

Roles	*Responsibilities*
The support staff member:	The support staff member:
• Assists teachers and students under the direction of the library media specialist.	• Demonstrates an understanding of the library media program's activities and procedures. • Assists students and teachers in locating and using resources, equipment, and technology. • Assists in maintaining an attractive, functional library media center.
• Possesses competencies relating to processes and organization for efficient management of the library media center.	• Records data and assists in preparation of reports. • Maintains inventories. • Assists in processing new resources including equipment. • Assists in ordering and distributing materials and equipment. • Implements and maintains circulation policies and procedures under the direction of the library media specialist. • Implements systematic procedures for circulation of materials and equipment.
• Possesses competencies relating to production and technology to support use of information and ideas.	• Prepares instructional materials, including print, audiovisual, and technological. • Demonstrates, operates, services, repairs, and/or facilitates repairs of, materials and equipment. • Assists with communication systems.

GUIDELINES FOR STAFFING PATTERNS FOR BUILDING LEVEL LIBRARY MEDIA CENTERS

The library media center staff should be a major consideration in the planning for an effective library media program within the school's total educational program. The library media program's mission, goals, and objectives as well as the strategies determined to fulfill these will affect the levels and patterns of staffing. The human resources in the library media program provide the connection between the school community and the information and ideas needed for teaching and learning.

The numbers of professional and support staff should be carefully considered to assure maximum efficiency and effectiveness. **Every school library media program must have an appropriately licensed (certificated) person designated as head of the program and responsible for the planning, development, implementation and evaluation of the entire program and the supervision of other staff. Professional staff of the library media center should be available throughout the school day and not be assigned unrelated duties or regularly scheduled subject area classes which interfere with the library media program.** Each school will have unique needs, but basic staffing requirements should follow the principles stated earlier from *Information Power*.

The higher level of staffing will result in a greater degree of involvement by the library media staff and library media program in the instructional program--teaching students, making an instructional design with staff, developing and producing materials, inservice, and planning and evaluating the educational program.

The range of staffing of a library media program also will be related to, and dependent upon, the library media program's goals and expected outcomes. If the goals and outcomes require more involvement of the library media specialist, staff needs will be higher.

(Phase 1)
Minimum

- Coordination and leadership of a variety of learning opportunities provide a positive environment.
- Open access and creative scheduling allow both independent and group use of resources and facility to meet needs.
- A collection development plan which meets instructional objectives is initiated and followed.
- Networking of resources, services, and technology outside the center are available.
- Statements of policies and procedures, are developed and revised through a systematic planning process.
- Inservices for staff are developed and implemented, as are public relations techniques for communication about new resources, services, and technologies.
- Library skills/information curriculum is integrated into content areas through resource unit planning, and teaching of skills in cooperation with classroom teachers.

(Phase 2)
Desirable

- All minimum services.
- Networking of resources, services, and technology are encouraged and coordinated within the building, the district, and beyond.
- Program development, implementation, and assessment are done through partnerships of administrators, teachers, and library media staff at the building and/or district levels.
- Library skills/information curriculum is fully integrated through instructional design, integrated curriculum, collaboration and co-teaching, and assessment of student achievement.
- Library media staff participates in and provides leadership for curriculum development, implementation, and evaluation at building and district levels.

Other variables such as the size and organization of the school, the staff and student population, resources, services, technology, and management operations will also be important considerations in quantitative recommendations for staff, but determination of staffing requirements on such variables without considering program philosophy is not appropriate.

Volunteers can be a positive means of providing assistance with a variety of tasks under the direct supervision of the professional staff, but should not be a factor in planning for adequate staffing.

Quantitative Guidelines

This chart is based on recommendations of advisory committees, practices in schools with well developed library media programs, information from *Statistics of Public and Private School Library Media Centers, 1985-86* prepared by the Center for Education Statistics, and estimations of staff needed for the programs proposed in this document. These figures were designed to reflect and challenge Iowa schools. A random survey of Iowa schools with at least a part time library media professional covering the 1989-90 school year, when all grade levels were considered, showed an average of .95 FTE professional staff per school and .68 FTE support staff. The librarian to student ratio was 1 to 456, the support staff student ratio was 1 to 602.

Phase 1 Minimum

Student Enrollment	Staff Size	FTE Licensed Library Media Professional	FTE Support	Total FTE Paid Staff
up to 250	up to 20	1.0	0.5	1.5
251-500	15-40	1.0	1.0	2.0
501-750	35-60	1.0	2.0	3.0
751-1000	50-80	1.5	2.0	3.5
1001-1250	70-100	1.5	3.0	4.5
1251-1500	90-120	2.0	3.0	5.0
1501-1750	110-140	2.0	3.5	5.5
1751-2000	130-160	2.5	3.5	6.0
2001 and up	150 and up	2.5	4.0	6.5

Phase 2 Desirable

Student Enrollment	Staff Size	FTE Certified Library Media Professional	FTE* Support	Total FTE Paid Staff
up to 250	up to 20	1.0	1.0	2.0
251-500	15-40	1.0	2.0	3.0
501-750	35-60	2.0	2.0	4.0
751-1000	50-80	2.0	3.0	5.0
1001-1250	70-100	3.0	3.0	6.0
1251-1500	90-120	3.0	4.0	7.0
1501-1750	110-140	4.0	4.0	8.0
1751-2000	130-160	4.0	5.0	9.0
2001 and up	150 and up	5.0	5.0	10.0

*Diverse programs may require a larger number of support staff. This document has chosen to renew emphasis on the importance of professional staff in order for a program to function.

INFORMATION CURRICULUM

INFORMATION CURRICULUM

The Iowa School Standards state that:

- The school or school district shall develop and implement a curriculum guide covering all grade levels operated for instruction and reinforcement of information search and media skills integrated with classroom instruction.

- The board shall adopt a policy outlining its procedures for developing, implementing, and evaluating its total curriculum. Each curriculum area shall have goals; suggested instructional activities, materials, and content; and expected student outcomes for each level of instruction. The policy shall identify valid, bias-free student assessment procedures and the process for monitoring student progress.

- This policy shall include procedures and timelines for reviewing each instructional program, with attention given to interdisciplinary teaching of higher order thinking skills, learning skills, and communication skills.

The rules further call for infusion of global education, career education, and nonsexist multicultural approaches into the total curriculum and for "a plan for the efficient and effective use of technology in the instructional program."[15]

Information Power which was prepared by the American Association of School Librarians and the Association for Educational Communication and Technology provides the following guidelines:

- The information curriculum is taught as an integral part of the content and objectives of the school's curriculum.

- The information curriculum includes instruction in accessing, evaluating, and communicating information and in the production of media.

- Library media specialists and teachers jointly plan, teach, and evaluate instruction in information access, use, and communication skills.[16]

- Library media specialists are responsible for ensuring that skills, knowledge, and attitudes concerning information access, use and communication are an integral part of the school curriculum, according to the authors of *Information Power*.

- Students are encouraged to realize their potential as informed citizens who think critically and solve problems, to observe rights and responsibilities relating to the generation and flow of information and ideas, and to appreciate the value of literature and recreational media in the life of an educated society."[17]

The Washington Library Media Association feels that information skills are the necessary tools people use to cope with their environment. They help the learner to acquire, organize, and use an existing body of knowledge and to internalize the meaning of any subject area. Information skills are not limited to any subject or to any discipline; many curricular materials may be used to teach information skills. What is required is a structuring of student learning activities so that students are given repeated opportunities in all curriculum areas to develop information skills. An information skills curriculum teaches the individual the means for processing information."[18]

The library media specialist, as a contributing member of the school community is responsible for assisting and guiding students and staff in their use and understanding of the resources and services of the library media program. This may involve working with individuals or groups to develop a systematic approach to gain physical and intellectual access to information and ideas, including higher-order thinking skills and use of technology. The information curriculum provides the vehicle for the access, organization, evaluation, and use of information and ideas as an integral part of the content and objectives of the school's curriculum. Skills and activities must be planned, reinforced, and evaluated systematically throughout the instructional program by library media specialists and teachers working cooperatively. Library media specialists participate in curriculum development and assessment on a regular basis at all levels and provide leadership with information and instructional technologies.

Information Curriculum - Roles and Responsibilities

Roles	*Responsibilities*
The library media specialist:	The library media specialist:
• Assists with the development of the district information skills curriculum in conjunction with other library media specialists, district and building level administrators and teachers.	• Interprets district information skills curriculum to building level personnel.
• Works with teachers, curriculum coordinators, and administrators to define the goals, objectives, and expected learner outcomes of the information curriculum and/or interprets district curriculum.	• Identifies information curriculum program goals and objectives. • Identifies expected learner outcomes for information, communication and technology skills.
• Ensures that the information curriculum includes skills, strategies and attitudes of accessing, processing, and communicating information and ideas involving all types of communication media and technology.	• Provides a scope and sequence of core information, communication and technology skills.
• Provides a plan for the integration of the information curriculum into the content and objectives throughout the instructional program, including the understanding and use of technology, higher order thinking skills, and use of multicultural and nonsexist resources.	• Integrates skills of accessing, processing, and communicating information and ideas into the school's educational program with help of teachers and curriculum coordinator.
• Provides systematic processes for the development and evaluation of curriculum and instructional units by teachers and library media specialists, recognizing learner characteristics, teaching styles, and available resources and technology.	• Helps establish guidelines for the development and evaluation of instructional activities in units taught cooperatively by teachers and library media specialists. • Participates in district, building, department, and grade-level curriculum development and assessment on a regular basis. • Provides leadership in the use and evaluation of information and instructional resources and technologies.

BUILDING LEVEL RESOURCES

BUILDING LEVEL RESOURCES

BUDGET

Introduction

The library media program depends upon fiscal resources for print materials, nonprint materials, periodicals, library supplies, audiovisual supplies, software and equipment for traditional and newer technologies and information services.

A board policy must be in place and supported by annual budget, for the selection and purchase of materials and equipment to maintain and improve the collection which provides a major portion of the library media program, enabling it to serve the schools.

Budgets for materials and equipment vary substantially from school to school. For example, in those schools where resource-based teaching has been embraced as a philosophy, the majority of nonconsumable supplementary instructional materials will be purchased and cataloged as part of the library media center collection. Such a situation will result in a per-pupil materials budget at the high end of the continuum. In schools where more traditional textbooks are used, not as many supplemental materials may be needed in the library media center.

Centralization of the collection of nonbasal resources in a school offers a number of advantages. Access is a major advantage. By cataloging resources into the library media collection, a point of access, the catalog, provides a means for all teachers and students to know what is available in the school. Classroom collections tend to be privately held and privately accessed. Another advantage for centrally cataloging materials is reduction of the likelihood of duplicate purchase. If the library media catalog indicates what is owned in a school, it is less likely that the same materials will be purchased by different departments or teachers within a building. A third advantage of centralizing the purchase and cataloging of materials is the potential for the library media specialist to be able to assess needs of the building more effectively by knowing what is actually held in the school. Another advantage is that materials accessed via a uniform circulation system can be accounted for more effectively than materials which have no written record of their location and circulation. A district has better inventory control of resources with centralized collections.

Budget proposals for library media materials can be justified in various ways:

- Evidence that the materials to be purchased support the instructional program of the school
- Data which evidence the need for replacement of aging or worn materials
- Data which evidence the circulation of materials from the center
- Evidence that staff and students have input into the materials selection process
- Data on average prices of materials purchased
- Needs assessment

Implementation

Various techniques are available in the literature for determining what the budget for the library media program should be. Factors to be considered in recommending a budget amount include:

- Curriculum changes demanding new additions
- Attrition attributed to weeding
- Attrition attributed to loss
- Age of the collection
- Average book and periodical prices
- Typical price of nonprint media and information services
- Adequacy of current collection size
- Number of periodical subscriptions needed to support program
- Degree of centralization of the collection
- Age of equipment

- Replacement schedule for equipment
- Current demands for technology which may indicate phasing out or phasing in of specific types of equipment
- Use level of collection

The Iowa school standards state that:

The board shall adopt a policy and procedure for selection, replacement, gift acceptance, weeding, and reconsideration of school media and text materials. . .The budget for each media center shall include funds for replacing and updating materials [12.5(22)][19]

The school library media specialist should propose a budget in a timely fashion which includes a replacement cycle for all appropriate materials and equipment, based on the adopted policy and showing the cost of the cycle. This replacement cycle should include equipment and all materials with **different cycles where appropriate**. Periodicals are "replaced" annually and many reference materials and paperbacks must be replaced much more frequently than the minimums suggested. Replacement cycles for both materials and equipment should be based on physical condition, demand and age. Paperbacks and handheld tape recorders, for example, may wear out quickly if usage is high. A seldom moved overhead projector or an opaque projector or a well bound unabridged dictionary may last for a long time. Changing technology also impacts replacement cycles. Audio tape reels and recorders, for example, are not much used in the average school program. Computers and computer programs seem to be changing faster than they wear out. All of these factors should be considered in the development of replacement cycles for a school or district. The replacement cycles suggested here are an attempt to provide an overall figure for schools and districts that have not yet developed more complex replacement cycles.

Equipment cycles are best developed by a study of the school's records, the current condition of equipment, the predicted useful life of the equipment, and the demands of the curriculum. These are more frequently expressed in number of years rather than percents. Such a table is offered in ***Planning the School Library Media Budget***, revised edition, published by the State Department of Education in 1991. Another useful source is ***Information Power*** published by the American Library Association and the Association for Educational Communications and Technology, 1988.

Suggested Replacement Cycles - Materials

	Minimum (Phase 1)	*Desirable (Phase 2)*
Elem.	5% per year	10% per year
JH/MS/HS	4% per year	10% per year
Large HS	3% per year	10% per year

Suggested Replacement Cycles - Equipment

Elem.	7% per year	10% per year
JH/MS	8.5% per year	12.5% per year
HS	10% per year	15% per year

COLLECTIONS

A valuable school library media center collection is one which meets the basic information and curriculum needs of all users. It also provides materials to satisfy the general leisure-reading, viewing, and listening needs of students. The library media center collection is planned within the framework of a network of library and information agencies within the school system, the community, the region, and the state.

The school library media center's collection encompasses not only the traditional forms of print and non-print materials and the equipment needed to manage, produce, and use them, but also the most recent advances in computer related, and other technologies. While the school library media specialist should have the primary responsibility for collection development, the school library media specialist, teachers, and administrators must work together as partners in education to develop a collection that will meet the goals and objectives of the district. The collection must provide a wide range and variety of resources to meet the educational needs, special learning needs, learning styles, and interests of the students and staff.

Even with the availability of outside information resources, the building level collection should be capable of satisfying a large percentage of the instructional resource needs. Large numbers alone, however, do not assure an adequate collection to meet those needs. The adequacy of the collection must be determined by how well the collection meets the needs of its users.

Collections - Roles and Responsibilities

Roles	*Responsibilities*
The library media center collection:	The library media center collection:
• Provides for the informational needs of all users.	• Includes basic and accepted selection tools for appropriate choices of materials including systematic input from staff and students. • Provides adequate numbers of materials in various formats. • Provides current and accurate information and represents various points of view. • Provides equitable access to all materials and equipment with privacy and confidentiality guaranteed. • Provides professional materials and copies of all the district's curriculum guides. • Provides support materials for current and newly-adopted text or text materials and/or curriculum.
• Meets the general leisure reading, viewing and listening needs of students.	• Provides for leisure reading, listening, and viewing needs of students. • Provides adequate numbers of materials in various formats. • Provides adequate numbers of appropriate reading and interest levels. • Provides recent and award-winning titles of literature as well as the classics.

Roles	*Responsibilities*
The library media center collection:	The library media center collection:
• Provides equipment which facilitates the use of materials, networks and services.	• Provides adequate numbers of equipment items to effectively use the materials in various formats available from the materials collection. • Provides equipment which is up-to-date and in good condition. • Provides access for networking and communication services. • Provides hardware for instructional technology in laboratory setting, as well as classrooms. • Provides equipment and tools for production by staff and students to meet instructional needs.

Quantitative Recommendations - Roles and Responsibilities

Materials

These quantitative recommendations are based on surveys by the federal Department of Education, the Washington State Department of Public Instruction, the Iowa Department of Education, upon the previous editions of the *Plan for Progress* series and upon the advice of the writing committee and readers of this document.

	(Phase 1) Minimum	*(Phase 2) Desirable*
Books, Elem.	At least 8,000 volumes representing 7,000 titles or 20 books per pupil, whichever is greater	At least 10,000 volumes representing at least 9,000 titles or 25 volumes per pupil, whichever is greater
Books, JH/MS	At least 10,000 volumes representing 8,000 titles or 20 books per pupil, whichever is greater	At least 12,000 volumes representing 10,000 titles or 25 volumes per pupil, whichever is greater
Books, HS	At least 12,000 volumes representing 10,000 titles or 25 books per pupil, whichever is greater	At least 15,000 volumes representing 12,000 titles or 32 books per pupil, whichever is greater
Periodicals, Elem.	20-40 titles	40-75 titles
Periodicals, JH/MS	40-75 titles	75-100 titles
Periodicals, HS	75-125 titles	125-250 titles
Newspapers, Elem.	1-3 dailies and local weeklies	3-5 dailies and local weeklies

	(Phase 1) Minimum	*(Phase 2) Desirable*
Newspapers, JH/MS	3-4 titles	5-6 -- at least one local, one state, and one national paper
Newspapers, HS	4-6 titles	6-10 — at least one local, one state, and one national newspaper
Microform, periodicals, newspapers, materials on curriculum.	Sufficient to meet needs of curriculum	
Filmstrips*	Sufficient to meet needs of curriculum	
Slides*	Sufficient to meet needs of curriculum	
Video tapes*, discs, (volumes) Elem.	500 - 1000	1000 - 2000
Video tapes*, discs, (volumes) JH/MS	750 - 1000	1000 - 2000
Video tapes*, discs, (volumes) HS	750 - 1500	1500 - 2500
Audio recordings (tapes, CDs, LPs, including book/tape kits)	500 - 1000	1000 - 2000
Computer programs (titles)	100 - 150	150 - 300
Reference software such as computer on-line service, CD-ROM and CD-I, Elem.	CD-ROM Encyclopedia(s) and CD-ROM indexes 0 - 1	CD-ROM Encyclopedias, CD-ROM indexes, on line service 2 - 3
Reference software such as computer on-line, CD-ROM, and CD-I, JH/MS	CD-ROM Encyclopedia(s) and CD-ROM indexes 0 - 2	CD-ROM and CD-I Reference Services, CD-ROM indexes, online service 3 - 5
Reference software such as computer on-line, CD-ROM, and CD-I, HS	CD-ROM Encyclopedia(s) and CD-ROM indexes, on-line searching 1 - 3	CD-ROM and CD-I Reference Services, CD-ROM indexes, online service 3 - 8
16 mm Films	Access to Area Agency Media Center titles supplemented by local and AEA video titles	
Other materials, including emerging technologies	Sufficient to meet needs of curriculum	

*The trend appears to be that video will replace filmstrips and slides. Divide the amount under video if FS and slides still in use.

Faculty Collection

A minimal collection of print and nonprint materials should be housed in each building and be easily accessible to all faculty members. The building collection should emphasize current materials and basic reference tools with the district, AEAMC, Cooperative Network of Inservice Resources (CNIR), INFORMS, and online access and Interlibrary Loan supplementing the local collection. This collection may be housed in a faculty study or workroom, in a section of the library, or be integrated with the general collection.

	(Phase 1) Minimum	*(Phase 2) Desirable*
Books, titles	75 - 150	150 or more
Magazines	5 - 10	10 - 30 with additional titles or copies as needed
Audiovisual materials, pamphlets, computer assisted materials	As needed	As needed

Equipment

Equipment includes equipment needed to access information whether in the library media center or classroom except for general print production and copying service in central office and teachers workroom and special sound equipment for music, physical education etc. Library media centers need a telephone to aid access to traditional interlibrary loan. Of at least as much importance is a discrete line for use of online reference, use of electronic bulletin boards and networks. This section makes no distinction between elementary and secondary programs. In practice these recommendations will sometimes be modified by level because of program emphases.

	(Phase 1) Minimum	*(Phase 2) Desirable*
Video recorders and playback units including video disc players when appropriate	2 per 10 teaching stations or 2 units per floor whichever is greater	1 unit per 2 teaching stations or 2 units per floor whichever is greater
Video camcorder	1 per library media center in addition to one for sports program	1 per 10 teaching stations for library media center in addition to ones needed for sports program
Video projectors	0 - 2 per building (use to replace 16mm in large group settings may require more)	Added units as needed (use to replace 16mm in large group settings may require more)
Microcomputers and peripherals for library media center (peripheral would include telephone line and modem when services require)	5 - 10 per center, for administration, reference, and general use in addition to computers in classrooms, offices, etc.	10 per center with mini- and maxi-labs as needed in addition to computers in classrooms, offices, etc.
Computer projection system	2 per building plus additional units as needed	
Audio recorders and playback units (cassette, CD, LP)	1 or more per teaching station plus 5 depending on formats available and instructional program	1 or more per teaching station plus 20 depending on formats available and instructional program

	(Phase 1) Minimum	*(Phase 2) Desirable*
TV Monitors (Minimum 23" screen, color, Big Screen TV 46")	1 per 2 teaching stations or 2 per floor on carts whichever is greater, plus 2	1 per teaching station, plus 2
Overhead projectors	1 per teaching station plus 2	
16 mm Projectors (Many schools are decreasing number of 16 mm in favor of video but most AEA's still have large film collections)	Sufficient number to meet needs of curriculum	
Slide Projectors*	Sufficient number to meet needs of curriculum	
Filmstrip Projectors*	Sufficient number to meet needs of curriculum	
Microform readers and reader printers*	1 per library media center where have microforms plus one(s) in office	4 - 5 per library media center where have microforms plus one(s) in office
Copy machines	1 per media center plus 1 for office and teachers work areas	1 - 2 in library media center; 1 or more per administrative office; 1 or more per teachers work area
Projection Carts	1 per portable piece of equipment as needed for transportation or use, equipped with power cords	
Listening stations	Sufficient number to meet needs of curriculum	
Fax machines	1 per building	1 per center plus 1 - 2 for administration and business
Other equipment from emerging technologies (such as laser videodisc, CD-ROM)	Sufficient quantity to meet needs of curriculum	
Projection screens	1 permanently mounted screen per teaching unit plus sufficient number of portables to meet the needs of the curriculum 1 large projection screen permanently mounted in large group area of each building	

*Will decrease with advancement of technology and replacement of these formats with other formats

FACILITIES

FACILITIES

Today's changing educational scene demands more information in more formats, more equipment, more related services, more personnel, more space - and more flexible space - for library media centers and services.

The rapid change in technology and the miniaturization of the equipment related to transfer of information may change space requirements although the foreseeable decrease in storage space needs may be used up by increased user station needs. While technology should be viewed as a means of transferring information, not the end of library media service, this rapid change emphasizes the need for flexible space.

A plan for increasing the amount and usefulness of the space may be part of a total new plant plan, an extensive remodeling plan, or a minor rearrangement. In any case, the library media staff, teachers, building and district level administrators, and school board members may be involved. Frequently architects, contractors, lay citizens, and students may be concerned with the planning. All need a clear understanding of the total situation and a similar vocabulary. This section attempts to forward that understanding and vocabulary. It does so by defining the kinds of questions to be answered in preparing educational specifications which provide specific guidelines for the development of library media facilities.

Steps in Planning

STEPS	PARTICIPANTS				
	Public	Board	Professional Staff	Consultants	Architect
1. Recognize and discuss problem	■	■	■		
2. Form action Committee(s)	■	■	■		
3. Consult specialists concerning educational specifications	■	■	■		
4. Develop, revise, and approve educational specifications	■	■	■	■	
5. Select architect		■	■		■
6. Prepare, revise, and accept schematic designs and preliminary building specifications		■	■		■
7. Prepare, revise, and approve working drawings, building and equipment specifications		■	■		■
8. Accept building and equipment bids, together or separately		■	■		■
9. Build or remodel library media center		■			■
10. Accept facility	■	■	■		■
11. Hold open house					

Educational Decisions for Facilities Planning - Roles and Responsibilities

The library media specialist(s) at the building and district level, the technology consultant(s) or computer instructor(s), building and district administrators, representative classroom teachers and outside consultants such as those from the Area Education Agency, the Department of Education, or university library and information science programs are among those who should be involved in planning for a library media facility/program.

This planning for building, expansion, relocation, or remodeling of library media center facilities should begin with the preparation of educational specifications. Educational specifications can be defined as a detailed analysis of the educational activities to be pursued in a given facility to guide architects and builders.

Roles	*Responsibilities*
The school system should:	The school system should:
• Develop educational specifications.	• Consider the goals of the school. • Consider the characteristics of the school: — Enrollment, age, and special needs of the student body — Instructional program offerings — Number of teachers and administrators served — Co-curricular and extracurricular offerings — Delivery methods and approaches — Use of facility by non-school people and/or during non-school hours
• Base educational decisions needed in planning a library media center on the school systems general philosophy.	• Include a long-range plan considering economic and sociological factors, population projections and make-up, geography, zoning, and transportation patterns. • Plan a library media center to support the total educational program.
• Base the educational decisions needed in planning a library media center on the philosophy of library media service.	• Consider influence of the school system's philosophy on library media services. • Consider influence of national and state recommendations for library media services on the local program. • Plan commitment to staff, facilities, budget for library media services. • Determine size and variety of collections to be housed: — Print-on-paper materials — Computer software — Other material — Equipment for all types of materials or information transfer

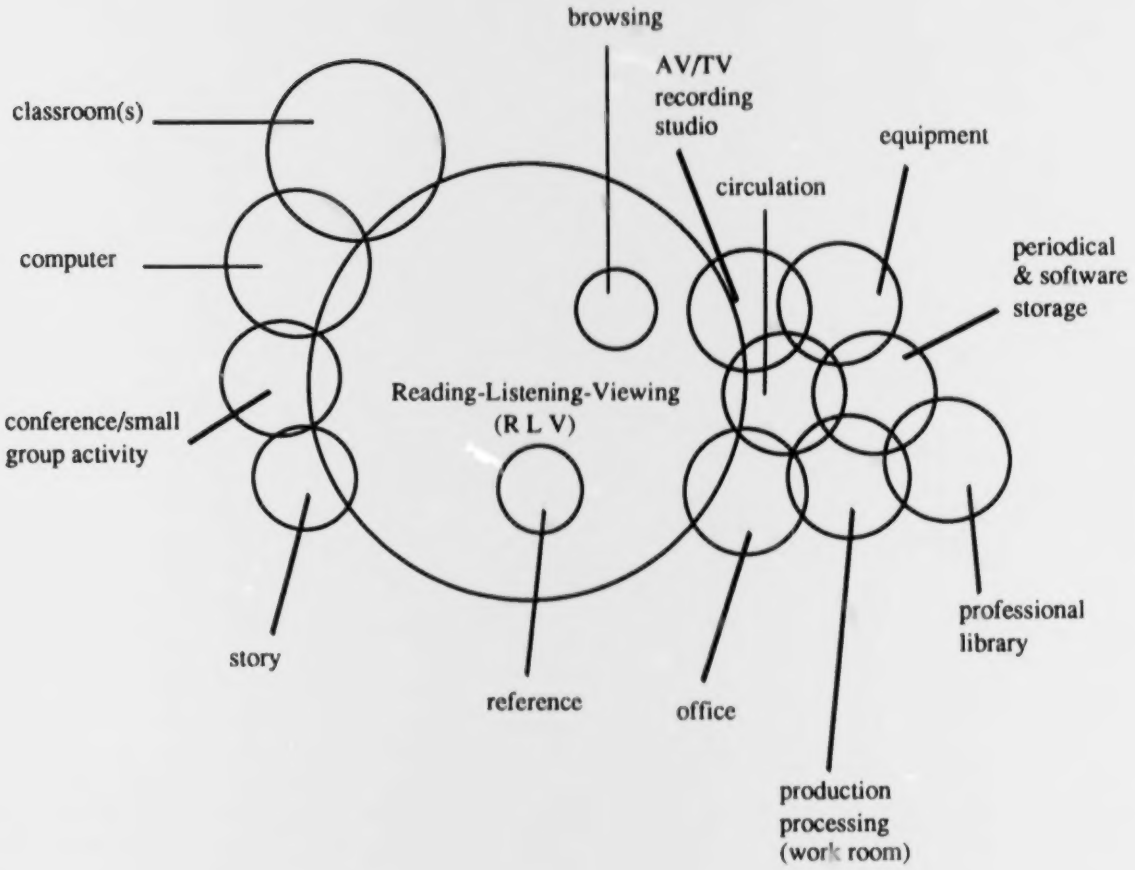
Roles	*Responsibilities*
The school system should:	The school system should: • Provide for access to other resources: — Area Education Agency — Local public library — Interlibrary loan — Database links (information retrieval or online services) — Community and other resources • Plan for instructional role of the library media center: — Integrated skills instruction — Center as extension and laboratory for classroom — Computer lab(s) • Consider influence of learning and instructional strategies on library media services and vice versa. • Consider degree of centralization: — Location, number, management and use of computer stations, mini- and "maxi"- laboratories in the library media center and elsewhere — Types and amounts of equipment to be housed in classrooms, floor level storage areas, or departments • Plan location and scope of faculty library. • Provide controls and/or security measures desired: — Probable number of items to be checked in and out in one day — Effect on placement of storage — Effect on number and placement of staff, including time off duty, time library media center would be closed or unsupervised — Effect on circulation system of policy on student privacy — Need for data security, including student privacy, document integrity and theft • Consider the amount of materials processing to be handled in the building. • Consider the amount of materials production to be handled in the building. • Consider the amount of involvement of teachers and students.

Roles	*Responsibilities*
The school system should:	The school system should:
	• Consider size and responsibilities of library media center staff: — Librarians or library media specialists — Technology and/or computer specialists — Technicians and aides — Adult volunteers — Student assistants
	• Consider the commitment to computers and other advanced technological support for the management of the library media program.
	• Consider the commitment to computers and other advanced technological support for the delivery of information.
• Consider funds necessary and funds available now and in the future.	• Provide funds adequate to open new or remodeled library media program with good beginning collection.
	• Provide funds to meet established 3-5 year goals.
• Provide a library media center which supports all parts of the school program.	• Provide for the library media specialist to be a curricular leader: — Time to work with teachers — Space in library media center to work with small groups of teachers
	• Support teacher study and planning by providing: — Faculty collection — Work area for teachers — Space for teacher conferences, perhaps including distance learning — Networking and direct access to other information sources
	• Support students by providing: — Ready access from classrooms and study areas — Computers and/or computer lab(s) — Student access to production areas — Use of all types of materials and information sources — An environment to encourage study, in a quiet area, for example, not located by shop or band room unless acoustics are excellent
	• Provide space and/or special areas for "noisy" activities such as small group work, use of computers, or audiovisual materials.

Roles	*Responsibilities*
The school system should:	The school system should: • Support teachers and learners regardless of sex, physical condition or ethnic background by assuring: — That facilities are available on equitable basis — Facilities are accessible to disabled staff and users — Networking and direct access to other information sources regardless of economic status or disability • Support pertinent nontraditional programs: — Center may need to be on first floor, have an outside exit and restrooms to allow after hour or community access — If building is multi-story and has no elevators, heavy shared equipment will need to be located on each level — Center may need to be equipped for distance learning for students, faculty and/or community

Functional Relationships for Library Media Center

Functions influence the kind, size, and juxtaposition of spaces. This diagram attempts to name the needed spaces and point out the interelation of the suite of areas. The intersections of circles with one another indicate overlapping administrative or clerical functions which should be located adjacent to each other. The size of various circles only APPROXIMATES actual size relationships.



Design Considerations in Facilities Planning: Providing Library Media Centers in Which Design Follows Function - Roles and Responsibilities

In order to support the school's program, a library media center needs to be functional. This means that careful attention should be given not only to the kind and amount of space, but also to the functional relationships between spaces and the related technical support. While the library media center is often a suite of rooms, each function does not require a discrete room in every center. In relation to function the center might be considered a suite of areas designed to support the function of the specific library media program.

Roles	*Responsibilities*
The school system should:	The school system should:
• Provide a functional library media center:	• Provide adequate appropriately related space for each area:
— Reading-listening-viewing (RLV) area	— Main area of library media center including shelving to accommodate all types of materials including current periodicals, either in open or secured areas, display area, seating and work space for individual students to interact directly with all types of materials, stations for use of other than print-on-paper materials
— Browsing area	— Part of RLV supplied with casual furniture. Usually near current periodicals and other high interest materials
— Story or Presentation area	— Space to accommodate one or more classes of children for storytelling, drama, etc. Generally part of RLV
— Conference/small group activity area	— Rooms or semi-private areas, 10' x 12' or larger. Subject to visible supervision from administrative area and/or RLV
— Classroom(s)	— Room(s) to accommodate one class per room, opening immediately onto RLV area, with appropriate wiring, etc. to support computer projection system, multi media display, video display, and distance learning activities
— Office	— Administrative area with desks for staff, storage for professional materials, closet, and other appropriate storage. Glass front onto RLV area beginning at not more than 30" from floor. Provision for appropriate technical equipment
— Circulation	— Control point for all materials. This should be near the entrance and exit from the library media center and should be in the RLV area, very close to and accessible from the administrative area (office). Computer assisted circulation and catalogs will influence these areas

Roles	*Responsibilities*
The school system should:	The school system should:
• Provide a functional library media center:	• Provide adequate appropriately related space for each function or area:
— Periodical Storage	— An area for storage and retrieval of periodical back issues. This is a circulation function and should be directly adjacent to the circulation point. Periodicals stored in microfiche or microfilm format or on compact discs may be stored in cabinets in the circulation area or near the readers and computer assisted indexes. Printed copies of periodicals are usually stored on regular library shelves in a controlled or limited access area. This area may be combined with the production/processing area and software storage. Need for periodical storage may shrink only to be replaced by need for additional readers and computers and related software
— Software Storage	— An area for storage of software for audiovisual and computer assisted teaching and learning materials. This material is generally stored with audiovisual equipment or periodicals when they are not integrated with print materials in RLV. Some computer related software may be stored in or near the computer lab(s) or stations
— Reference	— Part of RLV area, but one requiring frequent professional assistance. It should be easily accessible from the office and circulation. Computer assisted reference and on-line reference would be included in this area. Provision for appropriate technical support should be made
— Equipment	— Space for the shared equipment which will move in and out. This space may be provided in a separate room which is part of the library media center but frequently overlaps with periodicals and software storage and/or production/processing area
— Production/Processing	— An area or areas for the technical processing services performed at the building level in the same or separate quarters as an area for production or reproduction of print and nonprint materials. The latter may involve graphic, photographic and TV production. It should be easily accessible from office and RLV areas with visible supervision from one or both of these areas unless permanent adult staff will be assigned to the area(s). Appropriate technical support should be provided. Student access should be provided to this or a separate production area

Roles	*Responsibilities*
The school system should:	The school system should:
• Provide a functional library media center.	• Povide adequate appropriately related space:
— Professional library	— An area for faculty library - study. It is convenient for this to adjoin processing and RLV. Some schools may incorporate this service into RLV or into a staff workroom
— Computer Stations Mini-labs and Maxi-labs	— Computer stations -- individual computers and peripherals placed where appropriate, as single computers or clusters, in relation to purpose, e.g., catalogs, reference, or individual student use Mini-labs -- small groups of computers and peripherals. Such labs might be used for word processing, for example Maxi-labs -- groups of computers and peripherals large enough to serve an entire class at one time It is vital for schools to develop comprehensive plans for the placement, organization and use of microcomputer related technology and software. The development of one or more microcomputer or technology labs, whether attached to the library media center or elsewhere, should be a part of K-12 planning for awareness, instruction, and use. Surveying the present situation, its strengths and weaknesses; considering a philosophy; setting goals and priorities; acting on those goals and priorities with reference to the total school plan; and evaluating and revising goals, are necessary components of the task
— Studio	— Student and staff video and audio recording studio(s); telecommunication studio(s). Many schools will use other areas such as conference or workroom for these activities

Roles	*Responsibilities*
The school system should:	The school system should:
• Address the need for microcomputers to be seen as a tool in all disciplines, and for students and teachers to be provided opportunities to interact with microcomputers in an academically sound environment.	• Provide a K-12 interdisciplinary approach to computer literacy: — Address the need for protection of privacy and copyright — Provide opportunities for use of microcomputers in all subject areas — Recognize the importance of the microcomputer as an aid to classroom management and library media management, as well as more general administrative tasks — Understand the microcomputer as a tool to be controlled and not to control; more a help in many disciplines than a separate course
• Include the number and kind of microcomputers, peripherals and software; where they are to be located; how they are to be organized; and who is to be in charge. The patterns recommended place the organization and management in a central location where materials and equipment can be used by the most individuals and classes.	• Provide for organization and management of microcomputers, peripherals, and software designed or needed for use by more than one subject area or classroom. It is recommended that this equipment and material become part of the inventory and responsibility of the library media center. — Assume that the library media specialist is responsible for cataloging and circulating all microcomputer software. Classroom sets of software could be checked out long term to single-subject teaching laboratories — Provide that when only one microcomputer or technology lab is provided in a school, it could be a part of or adjacent to the library media center with visual contact from that center to provide supervision for use by individuals and small groups. Large groups and classes are accompanied by a teacher. Prior scheduling is required for small groups — Assume that where one or more computers are placed in individual classrooms, they are considered part of the library media center inventory just as other instructional equipment is or should be — Provide several microcomputers in the library media center for individual student or teacher use regardless of availability of technology or computer labs

Roles	*Responsibilities*
The school system should provide a functional library media center:	The school system should provide adequate appropriately related space: — Plan for one or more microcomputers to be available for use in library media management — Assume that an appropriate number of microcomputers is determined by the largest number of students using them at any one time plus a small number for individual use, plus two or more for library media center management —Give specific care and attention to the physical environment of microcomputers and related technology including adequate electrical, temperature and humidity control to minimize static electricity — Consider the need for LANs (Local Area Networks) in building and district

Technical Considerations for Facilities Planning - Roles and Responsibilities

Technical considerations have always been vital to a library media program. Adequate light, climate and visual control, and safety have always been important. The eye appeal of a center and appropriate provision for newer technologies intensify the need to give careful attention to the physical environment.

Roles	*Responsibilities*
The school system should:	The school system should:
• Consider lighting needs.	• Provide adequate light and light control. • Plan windows which do not admit distracting light nor detract from space utilization. • Design a lighting system to supply: — Illumination at working surface adequate for task — Illumination in stack areas adequate to allow reading titles on lower shelves comfortably • Provide light control which permits the use of equipment by the utilization of: — Dimmers, down lights, drapes or darkening shades, and/or by the placement of screens and monitors to avoid direct or reflected light • Supply table and other work surfaces with matte surfaces to avoid glare from reflected light.
• Consider sound needs.	• Provide appropriate sound control. • See that floors are carpeted as the best single method of controlling sound. Static-free carpets or special plastic mats will be needed in computer areas. • Provide adequate space between various areas to aid in the elimination of sound control problem. • Plan for ceilings and walls to be acoustically treated. • Supply earphones to help control sound. • Make sure buffers, covers, and other techniques are available for printer sound control if necessary.
• Consider electrical and electronic needs.	• Provide appropriate electrical and electronic support. • Plan for electrical service which is flexible, accessible, and adequate in all areas of the library media center with a minimum of one duplex outlet for every 150 square feet, evenly distributed throughout the center. Provisions for future expansion of electronic equipment should be made.

Roles	*Responsibilities*
The school system should:	The school system should:
	• Provide for adequate power and special installation for: — Computer labs or stations — Computer catalogs, reference services and online services — Computer circulation systems — Television systems including interactive systems such as distance learning — Carrels or areas for use of audiovisual equipment — Intercom — Modems — Telephone - direct telephone line — Networking, internal and external — Copy machines — Fax machines
	• Make adequate provision for projected special installations.
	• Provide protection against power interruptions and power surges through: — Surge suppressors for all computers or line regulators — Back up power (battery) supply for circulation system
	• Plan for single centralized electrical control for all computers to avoid unauthorized power disruption.
	• Install dedicated circuits, clearly marked, and capped when not in use, to avoid their use as "ordinary" outlets.
	• Seek fire marshall approval.
• Consider heating and ventilation	• Provide heating and ventilation systems which maintain a draft free and a quiet comfort level during all seasons through accepted design standards and adequate controls. Research shows that a variation of only two degrees above the desired 72°F results in a 20% decrease in learning rate, making a strong case for year-round air-conditioning.
	• Provide appropriate climate control for computers, audiovisual and computer software, and printer paper. A constant temperature of 68°F and a humidity of 50% is suggested by some authorities. Ranges in temperature from 50° to 109°F and in humidity from 30 to 80% seem reasonable.

Roles	*Responsibilities*
The school system should:	The school system should:
• Provide for appropriate projection.	• Provide projection screens and large screen TV of a size which is at least as wide as one sixth the greatest viewing distance: — Screens are placed so that no viewer is further than six times the screen width nor closer than two times the width — Screens are positioned in the space so that viewers are within the optimum viewing area of the projected image and are raised high enough so that the furthest viewer has an unrestricted view — Screens are mounted so that they can be tilted to eliminate keystoning
	• Place fixed and movable speakers close to the projection screen and at (or above) the ear level of the viewer-listener.
	• Place TV monitors so that the viewers are no further than twelve times or closer than four times the diagonal measurement of the tube.
	• Make certain conditions similar to those for TV monitors prevail for VCR and computer projection.
• Consider visual control.	• Plan so conference rooms, work areas, mini- or maxi-computer laboratories, reading-listening-viewing areas, and stack areas are subject to easy visual control by staff.
• Consider access, security and safety.	• Provide for student access to materials and equipment to be as open as possible, including accessibility for the disabled.
	• Protect the integrity of the collection by: — Storing legal copies of computer programs in safe fireproof area — Providing network file server protection — Ensuring visual control — Storing materials such as non-print items and back issues of periodicals in closed or limited access areas near the charging area — Placing exit with check-out stations away from stack areas — Shelving reserved materials in charging areas — Providing copy machines — Employing theft detection devices
	• Protect patron's safety by — Anchoring tall shelving securely — Strapping large equipment to carts to avoid falling — Avoiding tall carts

Roles	*Responsibilities*
The school system should:	The school system should:
• Consider esthetic needs.	• Provide an attractive, pleasing center.
	• Coordinate interior finishes carefully with both the artificial and natural lighting in each area.
	• Use color to contribute to a desirable learning environment.
	• Provide the library media center with warmth and genuine appeal.
• Provide for flexibility.	• Provide a center which can be adapted readily to meet the needs of a changing educational program and more sophisticated equipment.
	• Provide for easy expansion of the center.

Providing for Adequate Space in Facilities Design - Role and Responsibilities

Design of library media centers will be influenced by the philosophy of the school, or, in the case of remodeling an old building, by the available alternatives which will dictate location, out of school access, degree of collection security, etc. Given these factors, the library media center should be located centrally or in largest accessible area, be accessible and available for use throughout the school day and at least one half hour before and after school, and be away from noisy areas.

Roles	*Responsibilities*
The school system should:	The school system should:
• Provide appropriate Reading-Viewing-Listening Area.	• Plan adequate space for diverse program. • Provide seating for a minimum of 50 or 15% of student body whichever is greater: • Plan to break up space by shelves, etc., if over 100 chairs are needed to meet the minimum seating needs. • Include in the plans: — Entrance, circulation, catalogs, periodical index areas — Free reading area and periodical display — Individual carrel seating — Table seating - no more than four seats per table except at index table or picture book tables — Space to house collection – Print materials - books, magazines, etc. – Computer software, CD ROM discs, and other newer technology storage – Traditional audiovisual software – Reference materials – Reserved materials • Provide a storytelling area for at least 30 pupils in centers serving lower elementary students.
• Plan for conference or seminar rooms where users may talk, read, listen, view and discuss.	• Provide adequate adaptable space for conference and seminar rooms to support program. — Movable walls between multiple conference rooms. — Appropriate furniture: One table seating up to eight Up to eight chairs Chalkboard Screen Shelving if needed Appropriate wiring — Can overlap with classroom or computer labs — Directly accessible to, and visible from, main reading-viewing-listening area and/or work and office areas

Roles	*Responsibilities*
The school system should:	The school system should:
• Include computer stations, mini-and "maxi"-labs. The presence of out-of-center labs and classroom work stations may influence space needs.	• Plan adequate space for computer labs appropriate to the program. — Furnished with: – Computer desks, carrels, or counters of an appropriate height for use of keyboard and monitor with space for printers – Chairs – Presentation equipment for instructor – Storage for manuals, software and supplies — Which can overlap with conference rooms or classroom — Directly accessible to, and visible from, main reading-viewing-listening area and/or work and office areas
• Consider library media center classroom(s).	• Plan for classrooms as appropriate for program. — Directly accessible to, and visible from, main reading-viewing-listening area and/or work and office areas — Flexible — Providing for use of a variety of audiovisual and computer equipment — Can overlap with conference rooms and computer labs
• Provide work area.	• Plan adequate and appropriate work spaces. — Staff area should: – Provide enough staff space for continuous staffing throughout library media center day – Provide appropriate, adequate space for staff to confer with teachers – Provide visual control of RLV and work and production areas – Provide space for both professional and support staff – Provide closet or locker space for personal effects — Library media center staff area can be: – Separate office(s) – Part of production-processing area – Station(s) for professionals in major reading-viewing-listening areas. This should be in addition to other office space when possible — Faculty library/work area should: – Provide shelves and magazine display for professional collection and examination materials

Roles	*Responsibilities*
The school system should:	The school system should: – Provide one or more tables for work or conferencing (This would allow groups of teachers to work together or with library media specialist) – Provide computers for teacher use – Provide typewriters for teacher use – Provide carrels for quiet study – Provide easy access to production area for preparation of materials — Production and/or processing areas should: – Provide sink, water resistant counters, work tables, work stations for aides and technicians, cabinets and files designed for the supplies needed in that area with electrical outlets at all work stations and counters – Have door to corridor – Include door to main RLV area or to library media specialist's office – Be capable of visual supervision from main room if students will be working there unsupervised – Provide for dark room, TV production, sound proofed room for audio productions, other special considerations as needed
• Plan storage area.	• Provide adequate storage to support program. — Storage in all areas of the library media center — Storage for back issues of periodicals in hard copy, microform, etc. This may be influenced by changing formats for storage, Interlibrary Loan (ILL), on line access — Storage for audiovisual and computer related software not shelved in RLV area, or labs or stations — Closed storage for some books or texts if needed for some schools — Storage for equipment for computer and audiovisual service considering: – Decentralized storage areas in large multi-storied buildings – Long-term loan to classrooms – Computers and computer labs housed away from library media center — Storage for supplies for processing or producing materials including audiovisual equipment, supplies, computer paper, ribbons, disks, etc.

Roles	*Responsibilities*
The school system should: • Plan access and aisle space.	The school system should: • Provide access appropriate to program and possible clients: — At least some aisles must allow for access by disabled — At least 3' aisles between rows of shelves — At least 5' aisles between a row of shelves and furniture involving seating or major traffic — At least 5' aisles between two parallel tables with back-to-back seating — At least 3' aisles between table and wall or between row of shelves and other furniture that involves no seating or major traffic

Planning for Furniture and Equipment - Roles and Responsibilities

Functional relationships and design considerations are closely interrelated with the furniture and equipment available or planned. It is separated here for editorial convenience. Carefully drawn specifications can help insure the quality and life of furniture and equipment. It can provide for interchangeability of component parts which means fewer varieties of parts, lamps, etc., and easier expansion of storage. It can ease problems by providing appropriate size and height of storage and work areas and by providing for the preferred methods of storage.

Roles	*Responsibilities*
The school system should: • Provide for keys to the collection.	The school system should: • Provide for catalogs, indexes, reference materials. — Catalogs: – Card catalogs should come from a reliable library furniture company, be purchased in expandable units, and not be above the average user's sight line. Each tray or drawer will hold around 1000 cards. Estimate a tray for each 250 titles – Computer based catalogs should be selected program first - that is, a program that will come closest to serving the school or school district's needs and constraints. Then the equipment should be selected which delivers the program best. Ease of use and availability of service and repair are important factors. Integration of cataloging with circulation, acquisitions and other related services should be weighed. Networking of catalog with other libraries, buildings, or other stations throughout school should also be considered. Provision should be made for incabling needs and for security of computers — Indexes and reference: – A table of adequate size to hold the printed periodical and other indexes should be provided. Large library media centers will want one or more regular index tables. Smaller centers can use one or more small tables or carrels – Computer based indexes and reference works should be selected in the same manner as catalogs. Tables or desks of adequate size for users should be provided – Other reference material may be included in a reference section or on index table(s) or may be interfiled with non-reference materials

Roles	*Responsibilities*
The school system should:	The school system should:
• Provide for keys to the collection:	• Provide for catalogs, indexes, reference materials: — Charging desk: – The charging desk is flexible enough to accommodate a computer based circulation system which allows for both student and staff access Computer and barcode reader should be easy to reach and use – The charging desk is large enough to provide adequate check out space for the users – If book cards are to be used, the charging desk should provide a card storage well – Elementary school library media centers have at least part of the charging desk age appropriate – Charging desks should provide adequate security to protect the integrity of the files
• Provide appropriate and diverse seating.	• Provide table seating: — The majority of seating in the reading-listening-viewing area and in conference rooms will probably be table seating — Apronless tables seating no more than 4 students are preferred — Rectangular tables 3' by 6' or 3' by 5' are the most versatile — Round tables are esthetically pleasing, but provide less usable work space — Four foot round tables are to be preferred over 42" round or square tables for work space — Age appropriate furniture should be preferred • Provide work stations: — Work stations for computer use, for audio-visual and microform material and for study should be kept as versatile and uncluttered as possible. Generally it is better to have electrical outlets near, but not mounted on the station itself. Surge protection is provided throughout the library media center — Carrels, computer desks, etc., should be age and use appropriate. Individual computer stations and study carrels are generally housed in the RLV, but computerstations are also frequently housed in laboratories or conference rooms adjoining the library — A visual barrier should be above eye level of average seated student for work stations in the main reading-listening-viewing area

Roles	*Responsibilities*
Provide appropriate and diverse seating.	Provide work stations: — A shelf for materials storage is especially useful in a work station — Computer work stations need to provide enough space for the equipment, including printers where appropriate, and work space for the student. They may also need to provide for networking of printers and/or programs — Carrels for use of audiovisual materials, microfilm or microfiche should provide adequate space for the equipment and for student work — Computer use and storage areas need to be protected from static electricity with special carpeting, plastic mats, and warning signs • Provide casual seating: — Single comfortable chairs should be preferred over couches which encourage noisy interaction — Cushions and foam shapes work well for small children — "Treehouses," bathtubs and other "hideaways" are appealing to elementary children • Provide storytelling/presentation areas: — An area of a carpeted library media center or a carpeted area are the most frequently used — Risers - permanent or portable can be used, portable ones should be sturdy
• Provide adequate shelving and storage for materials.	• Provide adjustable shelving for all materials (Adjustable is defined as all shelves except bottom one being capable of being moved up or down without being unloaded): — Shelves may be wood or steel, double or single-faced — Shelves with backs for support, and to avoid materials being pushed off shelves or through to other side, are desirable — Depth and height of shelves should vary according to use and to size of users and materials/equipment to be stored: – Standard shelving should be preferred for periodical storage, computer manuals and software, and as much audiovisual material as possible, because of flexibility and ease of access – Additional format-specific shelves or other storage may be needed. Format specific shelving should be as flexible - no pigeonholes - and interchangeable as possible

Roles	*Responsibilities*
Provide adequate shelving and storage for materials:	Provide adjustable shelving for all materials: — Compact or moving storage can save space and is frequently used for periodical storage, for audiovisual software, and for small equipment and supplies • Provide appropriate alternatives to serve program. — Periodical storage alternatives – Narrowly spaced flat shelves – Pamphlet/periodical boxes on shelves – Bound volumes on shelves – Microfilm or microfiche cabinets – CD-ROM – Online sources — Periodical display alternatives – Sloped shelves which fit on standard shelf units – Narrowly spaced flat shelves – Special magazine display units — Paperback alternatives – Interfiled on standard shelves – Separately shelved on standard or narrow shelves – Shelved on display racks — Audiovisual materials alternatives – Interfiled in boxes on standard shelves – Shelved by medium, in boxes on standard shelves with collection or in closed stacks – Shelved in shelf inserts with tracks rather than pigeonholes — Art and study prints and posters alternatives – Bins – Vertical or lateral files - legal or letter sized files – Art print cabinets – Map files — Vertical file alternatives – Vertical files - legal or letter sized files – Lateral files - legal or letter sized files – Boxes or file folders on standard or special shelves – Special collections in notebooks, on CD-ROM, etc.

Roles	*Responsibilities*
The school system should:	Provide adjustable shelving for all materials:
• Provide adequate shelving and storage for materials:	• Provide storage for all circulation equipment and carts not on long term loan or permanent assignment to classrooms, departments, etc. • Provide deep (up to 18") shelves for large items not stored on carts. • Consider regular shelves for smaller equipment and supplies. • Consider locked cabinets, closets, or rooms for equipment and supplies susceptible to theft. • Consider safety of students and staff. In addition to using straps and shorter carts many schools do not permit students to move equipment.

QUANTITATIVE RECOMMENDATIONS
SPACE RECOMMENDATIONS - SQUARE FOOTAGE

These recommendations are based on widely accepted standards. However there is evidence to indicate that school library media centers, serving the same number of students, should be the same size regardless of grade level. Attention needs to be given to the effect new technology both for library media center management and for information transfer may have on space and power needs.

	Elementary	Middle School/Junior High	High School
Entrance Area (Circulation) Diplay, check-out, computer or manual catalog, reserved materials, fax, copy machine	200 - 300 sq. ft.	300 - 400 sq. ft.	300 - 400 sq. ft.
Reading-Viewing-Listening Room Browsing, study, individual listening, and viewing, storytelling, reference, current periodicals	1600 sq. ft. or 10% of pupils at 40 sq. ft. whichever is greater	1800 sq. ft. or 15% of pupils at 40 sq. ft. whichever is greater	2000 sq. ft. or 15% of pupils at 40 sq. ft. whichever is greater
Student Conference Area (Conference, Small Group Activity) Seminars, small group discussions, listening, and viewing Divisible	At least 1 at 150 sq. ft.	At least 1 at 150 sq. ft.	At least 1 at 150 sq. ft.
Classroom Instruction, group projects	600 - 750 sq. ft.	600 - 750 sq. ft.	600 - 750 sq. ft.
Professional Stations or Office Space	120 - 200 sq. ft. per station	120 - 200 sq. ft. per station	120 - 200 sq. ft. per station
Work Area (including work stations for other employees) General processing and storage including periodical storage	400 - 600 sq. ft.	400 - 600 sq. ft.	400 - 600 sq. ft.
Media production and equipment storage	200 - 600 sq. ft.	200 - 700 sq. ft.	200 - 800 sq. ft.
Dark room	100 - 200 sq. ft.	100 - 200 sq. ft.	100 - 200 sq. ft.
Distance learning, TV and radio studio[1]	600 - 900 sq. ft.	600 - 900 sq. ft.	1200 - 1600 sq. ft.
Stack Area Open shelving for print and non-print materials	250 - 350 sq. ft.	350 - 450 sq. ft..	500 - 600 sq. ft.
Professional Library	400 sq. ft.	400 sq. ft.	400 sq. ft.
Computer Laboratory[2]	600 - 900 sq. ft.	600 - 900 sq. ft.	600 - 900 sq. ft.

[1]Alternative - Mini-studios; conference rooms as studios; portable video-recorders

[2]Maxi-computer labs related to the library media center should be considered as an addition to mini-labs and/or computer stations for reference, word processing, needed in every library-media center

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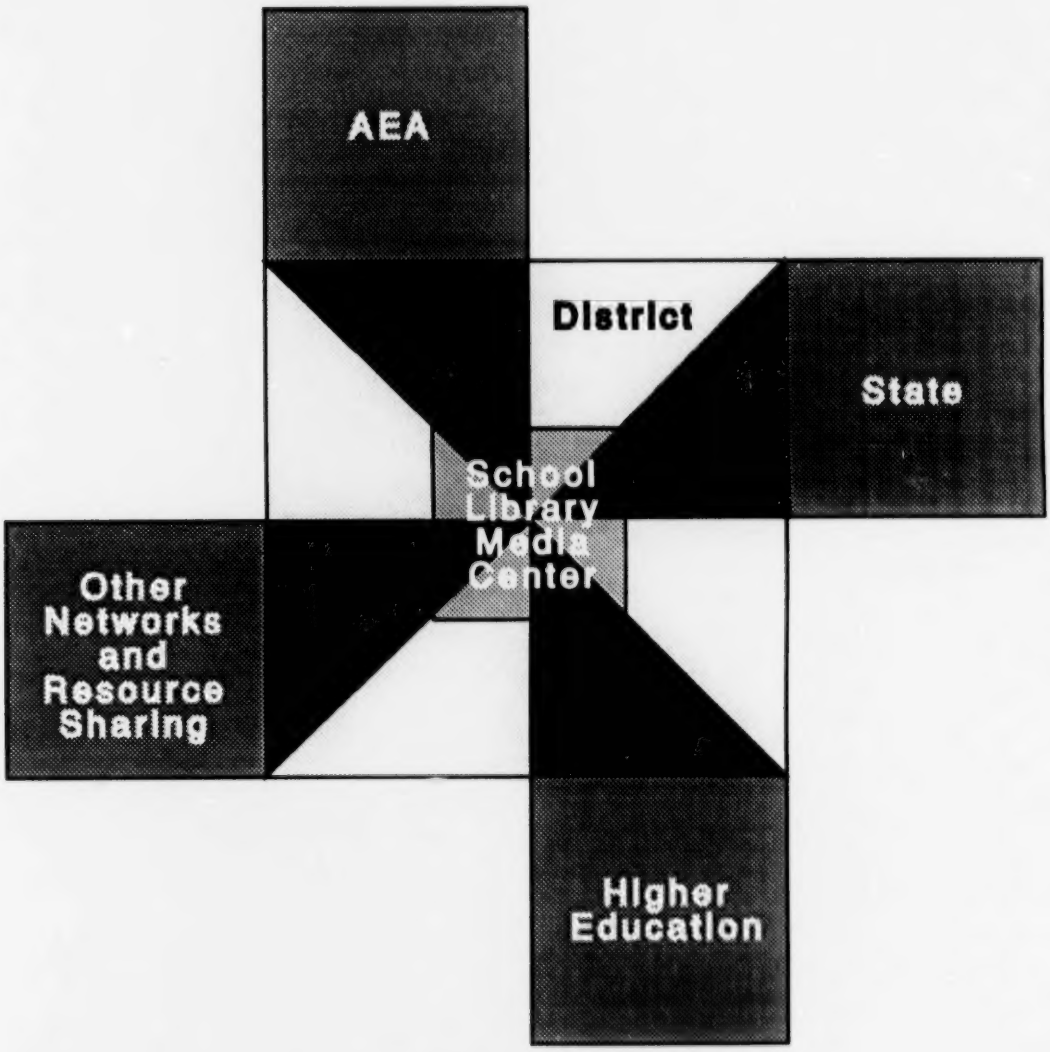
NETWORKING

NETWORKING

Networking in the library media field tends to relate to the interconnection of computers in order to cooperate by sharing data. In other context it means a radio or television company that relays programs to local stations. It is now frequently used to include non-computer assisted efforts at cooperation or to refer to a group of people, formally or informally linked for mutual support. In such a generic use of network applied to library media centers all kinds of cooperation, support and interlibrary loan can be included. That is the networking which this chapter defines.



The school library media program needs support from many sources to complete its mission. From the district it needs such things as advocacy, opportunities for cooperation and resource sharing with other schools in the district, and avenues for inservice training. The school and the district in turn need from the AEA leadership in automation and other change, inservice opportunities, access to resources and services the school and district cannot supply.

All three of these units should be able to find leadership, and demonstration and support of change from the state and from higher education institutions.

The school library media collection must provide a wide variety of resources and information to satisfy the diverse educational needs and interests of today's students and teachers. In addition to its own print and non-print materials collections, the library media program can and should provide access to other agencies and information resources outside the school building through such forms as interlibrary loan, computer networking, cooperative agreements, and online searching. This should be carefully balanced by the need to protect the primary client.

Interlibrary loan is perhaps the oldest form of interlibrary cooperation still in existence. Nationally adopted forms and codes have guided interlibrary loan for years, but increasingly, automated shared catalogs and circulation systems support this mainstay of library cooperation.

Informal cooperation between local libraries in the immediate vicinity should be an understood agreement. It is the responsibility of the library media specialist to initiate, organize, or become involved in the more formal partnerships with other agencies and information resources. These partnerships should support or improve the quality and range of the existing collection and services of the library media program. A cooperative arrangement with the public library, college libraries, and/or specialized libraries in the area form a natural alignment. In Iowa, the Open Access program, and the Iowa Locator supported by the State Library, and Com-Cat (Compact Disc Catalog) used in the Heartland Area Education Agency Media Center are just three examples of existing cooperatives developed to link people with resources and information.

The concept of networking is not limited to other libraries but may include organizations or businesses located within the school district or found at the county, state, national, or international levels. The purpose of a network may be the sharing of materials and information and may also include the purchasing and sharing of resources or equipment that no individual school or district can afford.

Cooperatives and/or networks are a means of sharing resources which would not otherwise be available. The school district as a whole and, specifically, the library media specialist must actively participate in these arrangements by sharing their own resources. School districts must be willing to lend materials and information as well as borrow and must be willing to allow public access to their collections as long as student usage is not threatened or curtailed in any way. Any cooperative or network arrangement requires careful planning and clearly written policies.

The use of databases and online services can expand the current collection of the school library media program or, in some cases, may serve as a substitute for the purchases or retention of some materials. Library media specialists must be knowledgeable of the various information retrieval systems available and be able to select the ones most beneficial to the needs of the students and staff. They must be aware of the latest technologies for retrieval, skilled in their use, and able to provide the necessary training to students and staff. Providing for the ethical distribution of the information gathered, budgeting for the added costs of technology, and evaluating each information service for quality and cost effectiveness are also responsibilities of the library media specialist.

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District-level Support

Integration of the library and technology program(s) of the district into the total curriculum, and into a cohesive, coordinated, and consistent library media program is enhanced by district coordination of the program. School districts should employ a district library media director or, in smaller districts, designate a library media specialist as department head or coordinator of the K-12 program. The activity of the district level director, department head or coordinator will vary with the size of the district. As districts increase in size, the need for coordination will increase.

Roles and Responsibilities

Roles	*Responsibilities*
The school district:	The school district:
• Provides for leadership and coordination of library media program.	• Provides director, department head or coordinator. • Provides and staffs appropriate district level services such as inservice and technical services.
The library media director or coordinator:	The library media director or coordinator:
• Provides a library media program articulated K-12.	• Develops and implements plan and philosophy for the library media program. • Develops and oversees grants. • Develops long-range plans for the use of technology component of the library media program.
• Coordinates the library media program with content areas K-12.	• Represents the library media program in the district's curriculum development process. • Designs the instructional technology program so that it is consistent with the instructional philosophies of each discipline in the district.
• Oversees development and implementation of the information skills curriculum integrated into content area curricula.	• Communicates with curriculum leaders to facilitate integration of information skills.
• Coordinates and supervises central services.	• Provides centralized services appropriate to district size: — Equipment maintenance and repair — Cataloging and processing of materials — Graphic arts/desktop publishing — Central professional collection — Printing — Media Production — Instructional computing specialist
• Provides for inservice to library media staff to maintain awareness of new directions in the profession.	• Provides programs for library media specialists to foster leadership, competence, and creativity.

Roles	*Responsibilities*
The library media director or coordinator:	The library media director or coordinator:
• Serves as advocate and consultant for financial and staffing support of library media program with district administration.	• Guides development of building level library media program budget proposal(s) with building level media specialists and administrators.
	• Prepares staffing recommendations with building level administrators, and with library media specialists when appropriate.
• Serves as advocate for the library media program with the Board and Administration.	• Communicates with board, administrators, and curriculum specialists.
	• Offers advocacy for principles of intellectual freedom.
	• Develops and advocates a code of ethics regarding technology and copyright.
• Provides for regular review and evaluation of library media program.	• Assists in establishing assessment program consistent with curriculum goals and reviews the results.
	• Evaluates program and personnel.
	• Reviews facilities and advises on improvements, taking into account changes in technology.

Quantitative Recommendations

All school districts with more than one library media specialist should have a designated chair. All districts with 3,500 or more students should have a district library media coordinator or director. The library media coordinator or director should be licensed as a K-12 school media specialist and should be on the administrative staff. The following ratios are recommended:

District Enrollment	*Minimum FTE*	*Desirable FTE*
0 - 2000	0.2	0.2 - 0.4
2,000 - 5,000	0.5	0.5 - 1.0
5,000 - 10,000	1.0	1.0 - 1.5
10,000 - 20,000	1.5	1.5 - 2.0
20,000 up	2.0	2.0 - 5.0

Area Education Agency Media Centers

As information multiplies and rapid developments in technology continue, the support of the regional media center to district and building level programs should, of necessity, continue to grow. Whether seeking resources, technical services, co-operative programming or leadership in planning for future change, local education agencies can look to the AEA to help meet the challenges ahead. Like library media specialists with their teachers and administrators, the AEA must form partnerships with schools to foster the growth and development of library media programs capable of providing students with an education for the twenty-first century.

Area Education Agency Media Centers are required to meet the pertinent standards or rules for Area Education Agencies in Chapter 72 of the *Iowa Administrative Code*. According to those rules, the Area Education Agency shall supplement, support and encourage the development of, **but not supplant**, local centers and service. The Roles and Responsibilities offered here relate to, but are not limited to, those rules.

Roles and Responsibilities

Roles	*Responsibilities*
The AEA media program should:	The AEA media program should:
• Assure provision of a core of basic media services designed to support and not supplant local effort on an equitable basis to every school district across the state.	• Coordinate timely van delivery service to local educational agencies. • Coordinate state contracts, co-operative purchase and licensing agreements. • Disseminate publications, newsletters, catalogs and other types of communications to area schools as determined by AEAMC personnel. • Prepare reports for local school boards on services available to or rendered to the district. • Negotiate distribution, purchase and/or lease rights for media resources. • Provide current, relevant professional and curriculum collections. • Develop appropriate specialized collections. • Circulate books, curriculum materials, CD-ROMs, laser discs, instructional television programs, videos, films, and other media. • Provide basic printing and production services. • Facilitate audio-visual repair services and distribution services. • Contract for specialized media services. • Acquire specialized equipment for use/demonstration. • Provide appropriate media services identified through needs assessment that local school districts are unable to fund.

Roles	*Responsibilities*
The AEA media program should:	The AEA media program should:
	• Avoid services which diminish or supplant local district or school responsibility.
	• Facilitate access to national bibliographic utilities, other networks and general interlibrary loan.
	• Encourage the legislature to continue financial support of the AEA systems in order to maintain quality service to LEAs.
• Provide quality current instructional materials in a variety of formats which address different teaching and learning styles.	• Provide personnel as instructional resources and materials specialists.
	• Provide for preview of instructional materials and/or new technologies.
	• Provide current, relevant curriculum materials to assist in the development of all subject area curricula.
• Provide leadership and assistance in the design, planning, implementation, and evaluation of curriculum, instruction, and use of technology.	• Assist in library media program planning, curriculum development and implementation, inservice activities, facility planning/use, and media production.
	• Provide a minimum of 2 full time media specialists to assist LEA personnel plus at least one additional media specialist for each additional 25,000 students or major fraction thereof.
	• Provide assistance in developing library media curriculum.
	• Encourage active participation of library media personnel on curriculum committees.
	• Provide demonstration material, equipment and sites for new educational technology.
	• Provide or assist in inservices and workshops to promote educational use or application of technology.
• Provide training and consultation services to facilitate staff and program development.	• Provide staff development for library media specialists, teachers, and administrators.
	• Actively participate in state and national professional associations and encourage the participation of others.
	• Assist administrators and media personnel in applying state policies, laws, and regulations which relate to library media programs.
	• Assist administrators and media personnel in applying state and national guidelines which relate to library media services.

Roles	*Responsibilities*
The AEA media program should:	The AEA media program should:
	• Assist in establishment of formal and informal networks of local education agency and school library media specialists.
	• Notify schools concerning legislative initiatives that pertain to school library media programs, curriculum, certification, standards, or other topics of importance to educators.
	• Assist with public relations activities for and by school library media personnel.
• Assist LEAs with emerging technology adoption, implementation, and evaluation in the educational setting.	• Implement pilot programs to test emerging technologies.
	• Encourage and facilitate the adoption of new technologies.
	• Participate in planning for implementation of telecommunications technology.
	• Provide information and direction to local districts concerning which technologies are selected and implemented.
	• Provide inservice/staff development offerings.
	• Provide technology training to LEAs including training trainers or training teachers and students directly.
	• Collaborate for effective application of instructional technology in the classroom.
• Co-operate and plan with other agencies to enhance access to information and service for LEAs.	• Coordinate media services with other AEAs, AEA divisions, colleges, libraries, and State Department of Education.
	• Assist in coordinating school library media program participation in multi-type networks.
	• Collaborate with other agencies to provide improved instruction in media and technology utilization.
• Provide facilities which include space for school personnel, as well as AEA staff to work.	• Provide office, work and preview areas, storage space, circulation, and distribution areas.
	• Maintain space for materials lending libraries, professional library, and curriculum laboratory.
	• Provide a media production area.
	• Provide space for AEA/LEA meetings.

Quantitative Recommendations

General Recommendations

The AEAMC should:

- Serve a student population base of at least 30,000 students.
- Be open for use by educators 12 months a year.
- Be no further than 150 miles from any school attendance center served.
- Provide delivery to each attendance center at least twice a week while schools are in session.
- Develop and provide guidelines outlining delivery capability and procedures for utilization of delivery service by other government and tax-exempt organizations.

Personnel Recommendations

Each AEAMC should:

- Provide a minimum of two full time (12 month contract) School Media Specialists with at least one additional School Media Specialist for each additional 20,000 students or major fraction thereof.
- Provide a director of media services with endorsement as a School Media Specialist. This director might be part of the minimum staff so long as the full time equivalency is met.
- Require both director and staff to have masters degrees with endorsements as K-12 school media specialists and 3 or more years experience in a school media center.
- Require directors to take pre- or in-service training in personnel management and budgeting.

Recommendations for Administration

Each AEAMC should:

- Provide written policies and procedures for selection, collection development, and balance (including application of multicultural nonsexist concepts, global education and other cross curriculum concerns), weeding and reconsideration.
- Maintain uniform record keeping system for materials and equipment expenditures.
- Provide program plans and other reports to the Department of Education according to the Department's schedule.
- Conduct a needs assessment at least every five years to be used in conjunction with other data to update both the annual Program Plan and long-range plans which will include specific goals for meeting the identified needs.
- Provide for a formal evaluation using a minimum of two outside evaluators at least every five years.
- Appoint and implement use of an advisory committee of local school media specialists and other educators to meet not fewer than two times a year, participate in needs assessment development, planning for program evaluations, and setting long range goals.

- Provide adequate space for the materials lending library, professional library and curriculum laboratory; a media production area which will allow school personnel as well as AEA staff to use production equipment; new technology demonstration space; meeting areas; office and work areas for staff; preview areas; storage area; and circulation and distribution area.

- Be a separate division because of its need to work equally with special education and educational (curriculum) services and with other library and information entities.

Program Recommendations

The Materials Lending Library should:

- Facilitate timely access to a variety of high-quality current instructional materials in sufficient quantity and in formats that teachers and students need to use.

- Provide a minimum of 6,000 (or 1 per 4 students, whichever is greater) relevant film/video titles maintained in good condition with multiple copies as dictated by circulation, number of users, and size of collection.

- Provide other media formats, such as books, laser discs, computer disks, robots, interactive materials, CD-ROMs, as needed to supplement local collections.

- Provide catalogs for all materials for each attendance center media center which shall be updated at least annually by supplement or revision and shall be totally revised at least once every three years.

The Professional Library should:

- Provide a minimum of 75 professional journal and periodical titles.

- Provide a minimum of 3,000 current and relevant professional titles in book or other appropriate formats.

- Provide or contract to provide, through services such as CNIR, a current collection of relevant professional nonprint media.

- Provide a catalog of professional media for each attendance center media center which shall be updated at least annually by supplement or revision and shall be totally revised at least once every three years.

- Provide research and reference searches for educators.

The Curriculum Laboratory should:

- Provide a centralized collection of curriculum guides available from local schools in the area served as well as other exemplary guides from around the nation.

- Contain current representative textbooks from all major publishers in all major subject areas.

- Provide other curriculum materials for preview and demonstration.

- Provide CD-ROMs, CD Interactive and other new technologies for LEA demonstration and research purposes including work stations at AEA for use.

Production and Printing should:

- Facilitate assistance in the original design and production of instructional materials and the duplication of instructional materials.

- Provide a collection of video titles with duplication rights which can be reproduced for local attendance centers.

- Provide a collection of computer titles with duplication rights which can be reproduced for local attendance centers.

- Provide or contract to provide: video duplication, audiotape duplication, computer disk duplication, slide duplication, slide photography, transparency production, dry mounting, photographic processing, plastic lamination and enlargement and reduction of teacher materials.

- Provide or contract to provide video editing capability.

- Provide or contract to provide transportation of audiovisual equipment in need of repair to the AEA or another repair agency.

- Provide appropriate print services to meet changing LEA needs at actual cost.

- Provide locally identified service needs on a cost-for-service basis.

The AEAMC consultants should:

- Provide information and training in the use of the AEAMC collection, services and facility.

- Assist local schools in incorporating instructional technologies into the full range of district and school operations.

- Provide a variety of materials and consultation services to support individual and group staff development.

The AEAMC should:

- Provide for outreach or networking.

- Make materials and services available to other libraries, governmental agencies, nonprofit institutions, and tax exempt organizations.

- Participate in interlibrary loan and other interagency endeavors to share information.

- Cooperate with state communication network.

State Department of Education

Introduction

In 1975, the Council of Chief State School Officers identified the primary responsibilities of the library media program in the state department of education to be "the interpretation and implementation of policies of the state board of education and state and federal laws and regulations relating to media in the education program." (MEDIA PROGRAMS, DISTRICT AND SCHOOL, 1975) This continues to be an important part of the task of the Iowa State Department of Education but hardly addresses the whole scope of leadership and interpretation.

In some states most of the functions of the state department of education relating to library and information media and instructional technology are brought together in one unit. In Iowa, the federal and state programs relating to the library media, information science, and technology areas are shared among different components of the department and with other units of state government. For example, Chapter 2, Federal, State, and Local Partnership for Educational Improvements implementation is administered by the Bureau of Federal School Improvement. Library media consultative services and curriculum related technology consultative services are part of the Bureau of Instruction and Curriculum. Both of these bureaus are part of the Division of Instructional Services which also has major responsibility for the Department's oversight of the Area Education Agency Media Services and Area Education Agency Educational Services Programs shared with the Division of Professional and Administrative Support.

Implementation of state regulations for library media and related technology areas is monitored by the Bureau of School Administration and Accreditation of the Division of Professional and Administrative Support. The Bureau of Planning, Research, and Evaluation of the Division of Planning and Accountability administers the computer assisted reference service offered by the department to schools and has responsibility for other technology services which impact schools.

Telecommunication services in Iowa are administered by Iowa Public Television, a separate agency which receives advice from the Narrowcast Committee including members from local education agencies, Area Education Agencies, Area Schools (Iowa's public community colleges and technical schools) and the Department of Education. Licensure of practitioners (formerly teacher certification) is administered by the Board of Educational Examiners, currently housed in the Department. The State and Regional Libraries have responsibilities for interlibrary cooperation which can include schools. This section describes rather than recommends.

Roles and Responsibilities

Roles	*Responsibilities*
The state department of education:	The state department of education:
• Promotes exemplary professional library media practices at all levels - higher education, area, district and attendance center.	• Exerts leadership in the planning, establishment, and maintenance of quality library media programs. • Provides and interprets guidelines, criteria, bibliographies, standards, and rules for library media programs, and library media related technology. • Provides consultative services. • Provides inservice programs. • Cooperates with the state communication network. • Provides facility planning including planning for related technology. • Evaluates library media programs.

Roles	*Responsibilities*
The state department of Education:	The state department of education: • Plans, collects, analyzes and disseminates research data concerned with library media programs and related technology. • Coordinates library media services and related technology to local schools and districts with divisions of the AEA; with colleges and universities; and with other library, information, and communication networks and associations. • Approves of AEAMC programs and budgets. • Administers federal programs related to library media programs. • Works with appropriate state agencies and higher education institutions to improve and interpret criteria and programs leading to licensure of school library media specialists and general preparation of teachers in the use of library media programs and instructional technology. • Maintains support and continued development of an information network providing access to appropriate data banks for educators throughout the state. • Provides a technology information resources network. • Initiates legislation designed to improve library media programs and related technology in local and area education agencies. • Provides guidance, interpretation, and enforcement of state laws relating to library media programs and related technology. • Provides staff development assistance through workshops, conferences and publications relating to philosophy, concepts, and trends in the field of library and information service and instructional technology. • Provides models, guidelines, and other assistance in the development of library and information skill curriculum, team planned and taught with teachers and integrated with classroom instruction. • Provides documents and information to assist library media specialists to develop well-rounded, appropriate collections for their centers and to aid them in dealing with attempts to censor their collections. • Provides support and guidelines relating to student privacy as it relates to access to library media center records without due process.

Higher Education

Communication is a key element in building a viable relationship between professor and library media specialist. No gulf exists between theory and practice if cooperative interchange is allowed to improve the effectiveness of both. Higher education supports the school, district, and AEA library media and technology programs through its services.

Roles and Responsibilities

Roles	*Responsibilities*
Higher education should:	Higher education should:
• Provide pre- and inservice training for library media specialists.	• Provide initial training for library media specialists including extension courses with on site instructors or through distance learning. — Incorporate instructional and computer technologies in their programs — Meet state licensure rules — Meet American Association of School Librarians guidelines • Develop inservice workshops concerning topics of expressed need. • Direct post-graduate seminars.
• Provide optional source of technical services.	• Provide continuing education courses for credit. • Explore and implement use of newer technologies (such as distance education) for pre and inservice training. • Provide consultative services in the design of library media facilities and programs, including emerging technologies. • Collect demonstration materials, programs, and equipment. • Provide for contracted services in development and production of instructional materials. • Direct report of research aimed at improvement of library media, information science, instructional technology, and related services. • Evaluate programs in relation to state, regional, and national goals and objectives.

Roles	*Responsibilities*
Higher education should:	Higher education should:
• Provide for and advocate pre- and inservice training for teachers and administrators.	• Provide for library media services component in the education and school administrator course preparation. • Provide or assist in provision of instruction in use of technology in libraries and classrooms for teachers and administrators. • Provide workshops, conferences and seminars for inservice in these areas.

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Other Networks and Resource Sharing

Opportunities and support for networking are being stimulated both by economics and by the availability of technology. Library media personnel have to find ways to bring these seemingly disparate pressures into harmony. Formal and informal cooperation, the use of online services, participation in interlibrary loan and other avenues of resource sharing and the use of Local Area Networks (LANs) and other computer assisted networks require different levels of economic and technological support. At least some of these areas of cooperation should be available to all school library media centers and all need to be pursued as technology and economics allow.

Roles and Responsibilities

Roles	*Responsibilities*
The library media specialist should:	The library media specialist should:
• Assume the responsibility of forming cooperative partnerships, both informal and formal, with other library media centers and libraries in the immediate area.	• Establish friendships and working relationships with other library media specialists in the area. • Meet with the other members of the cooperative on a regular basis. • Share professional growth opportunities with other members of the cooperative. • Assist and request assistance with reference questions and take responsibility for "assignment alerts". • Assist in the establishment of a written policy and procedural outline for the formal cooperative. • Share information and materials with all members of the community by allowing public access to the library media collection. • Share in the planning and promotion of library and reading activities, such as those that take place during National Library Week, summer reading programs, etc. • Participate in the establishment of a union list of periodicals, reference books, and collections. • Share in the purchasing of non-print materials and equipment if feasible. • Participate in professional associations with other library media specialists, librarians and information specialists.

Roles	*Responsibilities*
The library media specialist should:	The library media specialist should:
• Pursue the possibilities of networking with organizations or businesses.	• Establish friendships and working relationships with the business and/or organization leaders involved in the network. • Participate in establishment of a written policy and procedural outline for the network. • Show willingness to share the use of resources and/or equipment and, if feasible, the purchase of same.
• Be knowledgeable of the various information retrieval systems available and the technologies required to operate them.	• Select information retrieval systems and technologies most beneficial to the program, staff and students. • Provide training in the use of the new systems and technologies. • Provide for the ethical distribution of the information gathered. • Budget for the added costs of the information searching and gathering technologies. • Evaluate the information services used for quality and cost effectiveness.

ENDNOTES

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[8] "*School Rules of Iowa*", Iowa Department of Education, 12.5(22) or *Iowa Administrative Code*, State of Iowa 12.5(22).

[9] *Information Power for Washington: Guidelines for School Library Media Programs*. Washington, Superintendent of Public Instruction and Washington Library Media Association, 1991, p. vi

[10] *Information Power, Guidelines for School Library Media Programs*, American Library Association and Association for Educational Communication and Technology, 1988, pp. 56

[11] *School Library Media Programs: A Resource and Planning Guide*, Wisconsin, 1987, p. 5.

[12] *Information Power*, p. 57.

[13] *School Rules of Iowa*. Iowa Department of Education, 1990, or Iowa Administrative Code.

[14] *Information Power*. p.26.

[15] *School Rules of Iowa*.

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[19] *School Rules of Iowa*. Iowa Department of Education, 1990, or *Iowa Administrative Code*.

APPENDICES

APPENDICES

BIBLIOGRAPHY

The items in this bibliography are offered for the user's assistance in locating related materials. The bibliography is neither comprehensive nor selected, but is representative of the materials available. Inclusion does not constitute endorsement by the Iowa Department of Education or the *Plan for Progress* Advisory Committee.

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At-Risk Youth: Identification, Programs, and Recommendations. By Shirley E. Wells. Libraries Unlimited, 1990. 158pp.

Research findings to guide integrated intervention, prevention and recovery.

Case Studies in Managing School Library Media Centers. Edited by Daniel Callison, and Jacqueline Morris. Oryx Pr., 1989. 176pp.

Thirty-two cases dealing with managing people, resources and equipment, and facilities and budgets provide practical advice for both the experienced and the inexperienced.

Copyright Compliance Guidelines: A Resource Handbook. Ohio Educational Library/Media Association, Columbus; WVIZ-TV, Cleveland, 1987. ED285599

Designed to assist Ohio educators with the responsibility of complying with the Copyright Revision Act of 1976, this handbook is intended to be used as a tool by library media personnel working in concert with school boards and local administrators to determine policies and procedures for compliance.

Copyright Policy and Guidelines for Use of Copyrighted Materials. By Karen K. Niemeyer. Carmel-Clay School District, Carmel, Indiana, Feb, 1986. 18pp. ED282573

A one-page copyright policy adopted by the Board of Education of Carmel Clay Schools, Carmel, Indiana, is accompanied by guidelines for the use of copyrighted materials designed for the use of school staff members.

Criteria for Excellence for School Library Programs. By Phyllis Davis and others. Alaska State Department of Education, Juneau. June 1986. 11p. ED286504

These criteria were designed to be used by school administrators, professional staff, and community representatives to assess school library programs and to provide a basis for establishing goals.

D.P.I. Quick Notes; D.E. Quick Notes. Edited by Betty Jo Buckingham. Iowa State Department of Education, Des Moines, 1986-1987. ED283529

This document contains 12 brief discussions of library-related topics with emphasis on school library media centers, which were originally published by the Iowa Department of Public Instruction (DPI) or the Iowa Department of Education (DE). These *Quick Notes* appear under the following headings: (1) "A Bill of Rights for the School Library Media Center"; (2) "Weeding the Card Catalog"; (3) "The School Library Media Program and the Basic Skills"; (4) "The Library and Information Skills in Elementary and Secondary Education--A Statement of the National Commission on Libraries and Information Science"; (5) "Instruction in the Use of Libraries--A Policy Statement of the American Library Association"; (6) "Voters May Not Mandate Creationism Books"; (7) "To Fine or Not to Fine"; (8) "Intellectual Freedom and Personal Books"; (9) "To Invoke or Not to Invoke the Law"; (10) "AV Audiovisual Cart Hazard Warning"; (11) "Microcomputers in the Library Media Center"; and (12) "The Planning/Evaluation Cycle in the Library Media Center". (13) "Copyright Law and Lending Libraries--For Musicals/Scores/Scripts," 1988; (14) "Religion in the Library Collection," 1988; (15) "Religion in the Curriculum: A Controversy Born of Misunderstanding," 1988, have been added to the series but not to the ERIC database. Copies of most *Quick Notes* are available from the Department.

A Guide to Program Development in Learning Resources and Technology. State of Connecticut, Board of Education, Hartford, 1991.

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Guidelines for School Library Media Centers. South Carolina State Department of Education, Columbia, 1986. 13 p, ED281531

Designed to be used in conjunction with the Defined Minimum Program for South Carolina School Districts, these guidelines were developed as part of an effort to evaluate the statewide library media program and make recommendations for improvement.

Information Power: Guidelines for School Library Media Programs. Prepared by the American Association of School Librarians and the Association for Educational Communications and Technology (AECT). American Library Association and AECT, 1988. 144pp.

National recommendations for library media programs which cover the program, the personnel, resources and equipment, facilities, and district, regional and state leadership.

Information Power for Washington: Guidelines for School Library Media Programs. A cooperative project of the Certification and Standards Committee of the Washington Library Media Association and the Office of Superintendent of Public Instruction. The Office, Olympia, 1991. 25pp.

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Learning Connecting: Guidelines For Media and Technology Programs. Division of Media and Technology, North Carolina Department of Public Instruction, Raleigh, 1992. Var. paged.

This new guide addresses program, planning and assessment, resources, budget, facilities, personnel, system-level services.

Library Communication: The Language of Leadership. Edited by Donald E. Riggs. American Library Association, 1991. 188pp.

Emphasizes communication as a major focus of leadership skills. Sixteen essays explore the medium, style and effectiveness of communicating with the library's publics.

Library Media Center Programs for Middle Schools: A Curriculum-Based Approach. By Jane Bandy Smith. American Library Association, 1989. 150pp.

Offers planning, implementation, and evaluation tools that are adaptable for any library media program.

Management Ideas for Media Specialists and School Administrators: A Look at Practices from Business and Industry. By Ben Carson and Jane Bandy Smith. Libraries Unlimited, 1991. ca 170pp.

Twelve authors share ideas and experiences on strategies school library media personnel could draw from business.

Multicultural Nonsexist Education in Iowa Schools: Library Media Services. Iowa Department of Public Instruction, Des Moines. ca 1983. 18pp. ED227845

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Policymaking For School Library Media Programs. By Marian Karpisek. American Library Association, 1989. 164pp.

Steps for successful policy writing and how to develop systematic, streamlined procedures.

Quality Library Services, K-12. Ohio State Department of Education, Columbus, May 1986. 112pp. Minimum Standards Leadership Series 1985. ED274355

Developed to promote excellence in Ohio's school libraries, this document is designed to: (1) provide a rationale for integration of the school library into the total education program; (2) delineate the dimensions of service of a dynamic K-12 library program; (3) identify essential components of an effective K-12 library program; (4) provide a practical guide for planning a district library program; and (5) stimulate thinking about emerging trends and developments in the field of library science and educational technology.

The School Administrator's Guide to Evaluating Library Media Programs. By Bernice L. Yesner and Hilda L. Jay. Library Professional Publications, 1987. 244pp.

Discusses over 50 "evaluation modules" covering recognition of positive, negative and missing elements and possible solutions. Includes some samples.

School Library Media Programs: A Resource and Planning Guide. Bulletin No. 7368. By Dianne McAfee Hopkins. Wisconsin State Department of Public Instruction, Madison, 1987. 89pp. ED286529

Prepared by a task force of Wisconsin educators, these guidelines are intended to be used by school board members, administrators, and curriculum leaders, including teachers, library media specialists, and other educators, to ensure that the school library media program is an integral part of their school's instructional program.

Small Library Automation: Information and Issues. Wisconsin State Department of Public Instruction, Madison, 1991, 157pp.

Discusses and reviews microcomputer-based automated systems (see also *Library Technology* under "Planning for Facilities, Furniture and Equipment").

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Taxonomies of the School Library Media Program. By David V. Loertscher, Libraries Unlimited, 1988. 366pp.

A step-by-step guide to building a good library media program.

Cooperating and Networking

Action Plan for Implementing the Recommendations of the Iowa Governor's Pre-White House Conference on Library and Information Services, April 20, May 1 and 2, 1991 and the *White House Conference on Library and Information Services, July, 1991.* Developed by WHC delegates and participants, First Step to Action Conference, August 24, 1991 - Ames, Iowa. Iowa Library Friends, nd. 20 pp.

Action plans for improving Iowa library service through legislation and other activities. Contact Richard Schneider, Fairfield, President of Iowa Library Friends in 1992, (515) 472-6658 or 8800.

Combined School-Public (Community) Libraries. A Brief Overview. By Marianne K. Cassell. Vermont State Dept. of Libraries, Montpelier, Nov. 1985. 6pp. ED269031

This review of the current status of combined school-public (community) libraries in Vermont acknowledges that, while on the surface the concept appears to be just the answer for many communities with limited funds and other resources, it also raises many questions about the nature of library service to a community. The paper provides: (1) a brief history of the development of community libraries from the early 1970s to present; (2) a list of the current community libraries; (3) the positive and negative aspects of having a community library; (4) actions a public library board should take if they are considering development of a community library.

The Cooperative Spirit: School Media Centers and the Public Library. Prepared for the National Association of State Educational Media Professionals by Harold and Rosanne Krubsack and Ralph L. Whiting. Reproduced by Iowa Department of Education, 1985. 14pp. ED261678

Resulting from a concern for a need to develop strong communication links between school library media specialists and public librarians, this publication presents ideas and examples of cooperative activities that are, for the most part, easy to implement. Suggests kinds of sharing short of combination.

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Intended for use by librarians in Alaska, this manual provides general guidelines for the maximum utilization of library resources through interlibrary loan service.

A Maricopa County Library Plan. 1987 revision. Maricopa County Library Council, Meza, Arizona, 1987. 46pp. ED289523

Compiled by the Maricopa County Library Council, Inc., a countywide library planning body made up of representatives of the various sizes and types of libraries in Maricopa County, Arizona, this planning document describes the current level of development in the county's public libraries and presents recommended development goals for college, university, special, elementary, and secondary school libraries in the county.

New Era for Libraries: A Report from the Iowa Blue Ribbon Task Force on Libraries. Iowa State Department of Cultural Affairs. State Library, Des Moines, January 1989. 17pp. ED316231

The Director of the Department of Cultural Affairs appointed a task force, to be chaired by the State Librarian of Iowa, to evaluate technologies available for libraries and potential uses for the technologies deemed valuable; discuss problems from the viewpoint of the library user in the establishment of cooperative programs; and develop a comprehensive long-range plan for library cooperation. In order of priority, the recommendations of the task force advocate: (1) support for multitype library cooperation (i.e., academic, public, school, special, and state) by transferring Iowa's approximately $1.5 million Library Services and Construction Act grant from the State Library to local libraries on a competitive bid basis; (2) an appropriation of $200,000 to the State Library to purchase an integrated, automated library system, and a $119,000 increase in appropriations for the State Library to cover costs of professional staff for statewide library automation consulting; (3) an increase of $4.1 million for "Information Iowa," which provides Iowans with access to materials and strengthens collections statewide; (4) expanded funds to cover the cost of a statewide delivery system and for the purchase and installation of a statewide telefacsimile network; (5) a statewide retrospective conversion of library records into machine-readable format; and (6) $550,000 to supplement interlibrary loan services in multitype libraries across the state.

Proceedings: Iowa Governor's Pre-White House Conference on Library and Information Services. State Library of Iowa, Des Moines, 1991. 51pp.

Contains recommendations for improvement of library services agreed upon by conference participants.

School Library Media Centers in Cooperative Automation Projects. Compiled by Sally Drew and Kay Ihlenfeldt, American Library Association, 1991. 166pp.

Provides information about successful cooperative automation programs which are operational. Case studies describe participating organizations, funding, goals, services and functions automated.

School Partners in ILLINET: Automation Options for School Library Resource Sharing in Illinois. Final Report and Partners in ILLINET Special Report. By Mary M. Howrey. Information Organizers of the Fox Valley, Inc., North Aurora, Illinois, June 1990. 61pp. ED328286

This study was funded by the Library Services and Construction Act (LSCA) to enable the Illinois School Library Media Association (ISLMA) to plan the automation of the state's school libraries.

Statement on the School-Housed Public Library: Interdepartmental Liaison Group on Library Development, Edmonton, Alberta, March 1986. 21pp. ED271108

Canada has tried many combinations of school-housed public libraries, and in general, both school and public library authorities agree that the combination has not successfully met the requirements for service of the two distinct institutions, each with its differing roles and goals. This statement on the school-housed public library in Alberta is organized into five sections: Present Situation; Operation and Evaluation of Combined Services; Networking and Cooperative Arrangements; Public Library Service within a School; and Recommendations. The statement recommends that: (1) the development of cooperative arrangements between school libraries and public libraries should be strongly encouraged at local, regional, and provincial levels; (2) no further development of combined school/public libraries should occur except in designated community schools; (3) where municipal libraries are housed in schools, the municipal board should comply with the Libraries Regulation, and both parties should evaluate the operation and its success against recommended guidelines; and (4) criteria for future consolidated operations in a community school setting should be those set out in this document. Appendices include a draft agreement for the operation of a joint public and school library and an extract from "Policy, Guidelines, Procedures and Standards for School Libraries in Alberta."

Wisconsin Interlibrary Loan Guidelines. Third Edition. Bulletin No. 6212. Wisconsin State Department of Public Instruction, Madison, 1985. 29pp. ED266792

This third edition of guidelines for interlibrary lending in Wisconsin outlines the responsibilities of borrowing and lending libraries; the operating assumptions, principles, and goals of the interlending program; the steps for developing area interlibrary loan plans; and the recommended interloan patterns for public, school, academic, and special libraries in the state, and also for vocational-technical school libraries (added with this edition).

Developing and Managing the Collection

CD-ROM Technology for Information Managers. By Ahmed M. Elshami. American Library Association, 1990. 280pp.

Optical Storage Technology explained as well as applications for library operations.

Collection Analysis for the School Library Media Center: A Practical Approach. By Carol A. Doll and Pamela Petrick Barron. American Library Association, 1991.

Uses measures of timelines and relevance to analyze quality of collection formulas especially useful to generate data to maximize resources.

Collection Management for School Library Media Centers. Edited by Brenda H. White. Collection Management Ser., Vol. 7, Nos. 3/4. Haworth Press, 1986. 383pp.

Provides articles by practitioners and library educators on planning for collection management and development, including networking and cooperation as they relate to collection development, collection development or management selected to particular formats, levels or subjects. It concludes with the effect of censorship on collection development.

The Collection Program in Schools: Concepts, Practices, and Information Sources. By Phyllis J. Van Orden. Libraries Unlimited, 1988. 347pp.

Addresses standards, policies and procedures, the community, selection procedures and criteria, acquisition, maintenance and evaluation of collections.

Intellectual Freedom Packet. Compiled by the Intellectual Freedom Committee, American Association of School Librarians, American Library Association, 1989. unp.

Includes "Library Bill of Rights" and its interpretations, policy statements of other national associations and a number of other examples from state departments of education.

Pennsylvania Guidelines for School Library Media Programs. Access Pennsylvania. Pennsylvania Department of Education, Harrisburg, 1987. 84pp.

Covers skills, program and staff evaluation, facilities collection and budget.

Planning the School Library Media Center Budget. Revised Edition. Prepared by Betty Jo Buckingham. State of Iowa Department of Education, Des Moines, 1991. 21pp.

Policy Statements on Collection Development. A Compendium from Alaskan Libraries. Edited by Carol McCabe. Alaska State Library, Juneau, Aug. 1986. 249pp. ED280462

Developed as part of a statewide coordinated collection development effort, this document is a compendium of the narrative statements of collection development policies from 19 Alaskan university, public, school, and special libraries.

"Restructuring and School Libraries, *A Bulletin Special.*" *NASSP Bulleti*n, May 1991.

Features articles on restructuring by well known school library media specialists such as Carol-Ann Haycock, Robert Shapiro, Marilyn Miller and Jacqueline Morris.

Selection of Instructional Materials: A Model Policy and Rules. Revised. Iowa Department of Education, 1987. 19pp.

Provides a model of policies and procedures to guide selection of library media and text materials in Iowa schools. Includes procedures for handling objections to materials.

Weeding Library Collections: Library Weeding Methods. 3rd ed. By Stanley J. Slote, Libraries Unlimited, 1989. 289pp.

Discusses current practices, and standards for weeding and proposes a "new concept in weeding."

Weeding the Library Media Center Collection. By Betty Jo Buckingham. State of Iowa Department of Public Instruction, 1984. 22pp. ED 253240

Reviews weeding practices and proposes one appropriate for school library media centers.

Planning for Facilities, Furniture and Equipment

Creative Ideas for Library Media Centers. By Thomas L. Hart. Libraries Unlimited, 1990. 75pp.

Original, creative design ideas for library media center renovation.

"Guidelines for Sites, Facilities and Equipment." Iowa Department of Education, unpublished.

Guide to overall school planning used as major source for Facilities Chapter.

Library Technology Reports (periodical). 6 times a year. American Library Association.

Evaluates furniture, library management equipment and software. See also *Small Library Automation* under "Administering the Library Media Center".

Microcomputer Facilities in Schools. By Leonard J. Espenosa. Libraries Unlimited, 1990. 112pp.

Discusses microcomputer facilities in library media center, labs and classrooms.

Planning School Library Media Facilities. By Pauline Anderson. Shoe String, 1990. 272pp.

Planning new or remodeled facilities by retired private school librarian who has served as a consultant in planning over 100 new buildings.

Planning the Library Media Facility, for the 1990s and Beyond. Texas Education Agency, Austin, 1991. 92pp.

The planning process, general considerations in planning, activity areas, guidelines for physical space, furnishings, equipment and sample floor plans are offered in this Texas document. Over half the document is taken up with sample floor plans. Available from the Publications Distribution Office of TEA, 1701 North Congress, Austin, Texas 78701 for $2.00.

"A Yardstick for Planning School Library Media Centers." Third Edition. Prepared by Iowa Department of Public Instruction in cooperation with American Association of School Librarians. (AASL) AASL, 1981. ED 208854 (included with "Distinctive Functions..."

A brief guide to facilities planning.

Planning for Integration of Library Media Program

Including Information and Library Media Skills and Resource-based Teaching

Access Pennsylvania Curriculum Guide: An Agenda for Knowledge and Information Through Libraries. State Library of Pennsylvania, Harrisburg, 1991. 43pp.

Prepared by practicing school library media specialists to encourage integration of ACCESS PENNSYLVANIA data base on compact discs into the total curriculum. This data base includes the "holdings of hundreds of school, public, academic and special libraries."

Brainstorms and Blueprints: By Barbara Stripling and Judy M. Pitts. Libraries Unlimited, 1988. 181pp.

"Teaching Library Research as a Thinking Process."

Cooperative Learning Activities in the Library Media Center. By Lesley S. J. Farmer. Libraries Unlimited, 1991. 175pp.

Strategies for implementing cooperative learning in middle and junior high school, integrating information skills with critical thinking skills.

Defining & Applying Effective Teaching Strategies for Library Instruction. Edited by Mary B. Bunge and Teresa B. Mensching. Pierian, 1989. 133pp.

Discusses microcomputer facilities in library media center, labs and classrooms.

An Example of a Scope and Sequence/Integration Chart. Prepared by Betty Jo Buckingham, unpublished, 1991.

This chart which provides one model for skills planning, is available from the Iowa Department of Education.

Flexible Access Library Media Programs. By Jan Buchanan. Libraries Unlimited, 1990. 171pp.

Moving from a rigid schedule to a flexible one, by Florida's 1989 Teacher of the Year.

A Guide to Developing Communication Across The Curriculum. Iowa Department of Education, Des Moines, 1989. ED 311041

A Guide to Developing Higher Order Thinking Across the Curriculum. Iowa Department of Education, Des Moines, 1989. ED 306550

A Guide to Developing Learning Across the Curriculum. Iowa Department of Education, Des Moines, 1989. ED 317538

A Guide to Developing Multicultural Nonsexist Education Across the Curriculum. Iowa Department of Education, Des Moines, 1989. ED 309205

A Guide to Integrating Global Education Across the Curriculum, Iowa Department of Education, Des Moines, 1989. ED 315361

A series of guides for integration or infusion of curriculum concerns not limited to one subject area. The one on *Learning* relates most closely to library media.

Information Problem-Solving: The Big Six Skills Approach to Library and Information Skills Instruction. By Michael B. Eisenberg and Robert E. Berkowitz. Ablex, 1990. 156pp.

Instructional approach based on information problem-solving, taught through integration with subject area curriculum, and generalizable to all information problem situations.

Information Skills: Library Media. Suggested Learner Outcomes: Grades K-12. Oklahoma State Department of Education, Oklahoma City, Feb. 1987. 96pp. ED316257

Designed to aid local districts in implementing local school improvement plans, this three-part curriculum guide begins by addressing the long-range planning of library media programs. The first part suggests a 10-step process for planning and provides an example of 5-year improvement plan for library media programs, a checklist for evaluating a school program, and a form for outlining an action plan. The second part provides both a general statement of the desired library media learner outcomes and a scope and sequence of information and literature appreciation skills (expressed as behavioral objectives) for each grade from K through 12. Suggestions and forms for teacher/librarian planning of integrated units are also provided. The third part presents three illustrative units.

Information Skills at Holt Public Schools: Power in Practice (Grades 6-12). By Anne Gnagi and others. Holt Public Schools, Holt, Michigan, 1988. 35pp. ED307864 Paper presented at the Annual Conference of the Michigan Association for Media in Education (Traverse City, Michigan, October 15, 1988).

This report describes the activities of a task force composed of classroom teachers and media professionals which was created to develop an information skills curriculum for the Holt (Michigan) Public Schools.

Information Skills Curriculum Guide: Process, Scope and Sequence. By Cheryl Chow and others. Washington Library Association, Seattle, Sep. 1987. 46pp. ED288554 Printed copy available from *Iowa Department of Education*.

Designed to assist educators in teaching information skills in a systematic way by integrating them into the kindergarten through grade 12 curriculum, this guide is intended to be shared by teachers and library media specialists.

Instructional Consultant Role of the School Library Media Specialist, The. By Betty P. Cleaver and William D. Taylor. American Library Association, 1989. 84pp.

Presents a curriculum awareness checklist; a talking, involving, evaluating (TIE) role model, and simulations for developing skill in instructional consultation.

Integrated Study Units Cooperative Developed by the Classroom Teacher and the Media Specialist to Facilitate the Development of Library Research Skills. By Nancy Jill Howard. 1989. 59pp. ED311936

Study units integrating library skills into the day-to-day teaching curriculum were cooperatively developed by classroom teachers and librarians at The King's Christian Junior and Senior High School in Cherry Hill, New Jersey.

Library and Study Skills Planning Guide: *Some First Steps in Planning*. Prepared from a draft document developed by Gerald Hodges. Iowa Department of Education, Des Moines, 1989. 24pp.

Identifies information, study and communication skills and gives grade range and subjects with which such skills might be integrated.

The Library-Classroom Partnership: Teaching Library Media Skills in Middle and Junior High Schools. By Rosann Jweid and Margaret Rizzo. Scarecrow, 1988. 247pp.

Covering eleven disciplines this book offers objectives for both subject area and library to help coordinate teaching of library skills with classroom instruction.

Library Information Skills Guide for Oregon Schools, K-12. Oregon State Dept. of Education, Salem, 1987. 33pp. ED291388

Cooperative planning by library media teachers and classroom teachers (K-12) in Oregon schools resulted in this program of library information skills instruction.

Library Media Curriculum, K-12 (Excerpts). Prepared by Iowa City Community School District. Reprinted with Permission, Iowa Department of Education, Des Moines, 1989. 14pp.

Gives program philosophy and goals and curriculum infusion matrix for skills.

Library/Media Curriculum Guide: *Research Skills, Computer Literacy*, Literary Appreciation. Birmingham Public Schools, Birmingham, Michigan, 1987. 24pp. ED290487

The philosophy, goals, and objectives of the K-12 library/media curriculum for the public schools of Birmingham, Michigan, are presented in this curriculum guide.

Library Media Skills: Strategies for Instructing Primary Students. 2nd ed. By Alice R. Seaver. Libraries Unlimited, 1991. ca 165pp. Disk for Appleworks available.

Assists library media specialist in cooperative planning with classroom teachers for K-3. Part of Teaching Library Media and Information Skills series edited by Paula Kay Montgomery.

Library Media Skills Teaching Guide: A K-6 Reading Program Partnership. Edited by Kay Bland. Hi Willow, 1990. 551pp.

A sequential program for instruction in literature appreciation, reference skills and multicultural resources integrated with Houghton Mifflin's Reading Series, 1989 edition.

Matrix for Curriculum Planning in Library Media and Information Skills Education. Bulletin No. 9288. Wisconsin State Dept. of Public Instruction, Madison. 1989. 41pp. ED308870

This guide is designed to be used as a planning tool in the development of library media and information skills curricula that will teach students in grades K-12 how to make effective use of information both in the classroom and throughout their lives. The matrix organizes competencies and skills described in Wisconsin Department of Public Instruction teaching guides for English language arts, mathematics, reading, science, and social studies to help teachers and library media specialists develop integrated programs. More than 900 competencies and skills relating to library media and information access have been extracted from these guides, grouped under the following major concepts, and then further subdivided by types of skill: (1) location of information; (2) selection, evaluation, and synthesis of information; (3) organization of information; (4) presentation of information; and (5) enjoyment of literature. A number of statements from the curriculum guides about library media centers, materials selection, media use, computer use, literature and reading, and thinking skills are included.

Media Objectives for Skills and Services. Prepared by Waterloo Community School District. Adapted and Reprinted with Permission, Iowa Department of Education, 1989. unp.

Lists critical services for elementary, intermediate and high school media and provides implementation chart or matrix for critical objectives divided in the same way as critical services.

Model Learner Outcomes for Educational Media and Technology. Excerpt containing State Board Adopted Essential Outcomes. Minnesota Department of Education, St. Paul, ca 1989.

This is a revision of Chapter 3 of Model Learner Outcomes for Educational Technology.

Model Learner Outcomes for Educational Technology. Edited by Mary Dalbotten. Minnesota Department of Education, St. Paul, 1986. 75pp.

Covers values, philosophy, goals and learner outcomes. Outcomes are presented on a matrix encouraging integration of broad range of technology into library media programs and curriculum.

Model Learner Outcomes for Information Technology: Curriculum Integration Guide. Prepared by John See. Minnesota Department of Education, St. Paul, 1990. 44pp.

Includes statements adopted since the publication of the 1986 document, reports on research and keys learner outcomes to Minnesota Board of Education learner goals.

Problem Definition Process: A Guide to Research Strategies. Pennsylvania State Library, Harrisburg, January 1989. 70pp. ACCESS PENNSYLVANIA: An Agenda for Knowledge and Information Through Libraries. ED314062

Although this guide was designed to support "Pennsylvania Online: A Curriculum Guide for School Library Media Centers" (1985), the State of Pennsylvania curriculum guide for online searching, many of its components are also suitable for use by school librarians when teaching the elements involved in searching for resources manually. Designed to assist students in formulating focused research questions, the guide provides lesson plans and worksheets for each of seven steps in the process of defining a research problem.

Reaching Out. By Barbara J. Higgins, et al. Libraries Unlimited, 1989. 150pp.

"Cooperative activities for the LMC and art, PE, home economics, music, health and more."

Reading Discoveries: For the Journeys of a Lifetime. An Integrated Handbook for K-6th Grade Teachers. By Kevin Mullery. Ventura County Superintendent of Schools, Calif. 1988. 259pp. ED307871

This handbook presents teaching strategies and activities for incorporating literature and library skills into the grades K-6 curriculum.

Reasons, Roles and Realities. By Ruth Toor and Hilda Weisburg. Library Learning Resources, 1989. 190pp.

A Hands-on Seminar in Resource Based Instruction.

Secondary Library Media and Information Skills Syllabus, Grades 7-12. Part I: Scope and Sequence. New York State Education Department, Albany. Bureau of Curriculum Development, Albany, 1988. 55pp. ED318486

This syllabus was developed in response to the requirement in the New York State Board of Regents Action Plan for improving elementary and secondary library and information skills. The skills, taught by library media specialists and classroom teachers, are to be integrated into regular courses and cover all subject areas in order to afford students the opportunity to pursue new studies, synthesize new knowledge and experience with the known, and refine their ability to make judgments and decisions.

Stacks of Ideas. Activities for the Library Media Center and Classroom, 7-12. Edited by Barbara Spriestersbach and Linda Cowen. Oklahoma State Dept. of Education, Oklahoma City, 1988. 337pp. ED305076

This guide is a collection of 35 model units of instruction for grades 7-12 that has been developed to illustrate the relationship between information skills and the curriculum.

Stacks of Ideas. Activities for the Library Media Center and Classroom, K-8. Edited by Bettie Estes. Oklahoma State Dept. of Education, Oklahoma City, 1989. 352pp. For the 1988 edition, see ED 305 075. ED318480

The 26 instructional units featured in this guide are designed to encourage cooperative planning between the library media specialist and classroom teachers in the development of programs that will teach students to locate information by integrating research skills into regular classroom units of instruction.

Teaching Library Media Skills. Second Edition. By Thomas Walker and Paula Montgomery. Libraries Unlimited, 1983. 207pp.

"An Instructional Program for Elementary and Middle School Students."

Teaching With Computers. A New Menu for the '90's. By Mary Jo Langhorn, et al. Oryx Press, 1989. 224pp.

Guide to integrating computer-related technologies into the instructional program with special emphasis on the role of the library media specialist.

Teaming for Learning. Library Media Program, Tarrant Elementary School. By Mary Maude McCain. Tarrant City School District, Birmingham, Alabama. 1987. 44pp. ED293558

This packet of materials is introduced by a report describing the prescriptive, student-centered library media program developed for and implemented in the Tarrant Elementary School in Birmingham, Alabama, in the early 1980s. This report covers the goals and objectives of the program, which are based on four key functions of design, consultation, information, and administration; program effectiveness; professional growth; reading, knowledge, and appreciation of literature; innovative programs; community and district services; and public relations.

B. RELATED SECTIONS OF IOWA ADMINISTRATIVE CODE

1. Education Program or Administrative Code, Chapter 12.5

   a. 12.5(22) School Media Center and Required Staff

   b. 12.5(7) Career Education

   c. 12.5(8) Multicultural, Nonsexist Approaches

   d. 125.(10) Technology in the Curriculum

   e. 12.5(11) Global Education

   f. 12.5(14-17) Curriculum Development, Review and Refinement

2. Rules for AEAMC Media Centers, Iowa Administrative Code. Chapter 70

3. Rules for Teachers and Professional Licensing, Iowa, Administrative Code, Chapters 73-75

C. RELATED DOCUMENTS

It is recommended that these Iowa Department of Education documents be punched and kept in same notebook as the *Plan for Progress* for ease of access.

1. Weeding the School Library Media Collections, 1984

2. Budgeting for the School Library Media Program 1991

3. The Instructional Materials Collection: A Model Policy and Rules, 19xx

4. New Iowa Standards for Library Media Programs: Ideas for Implementation, 1989